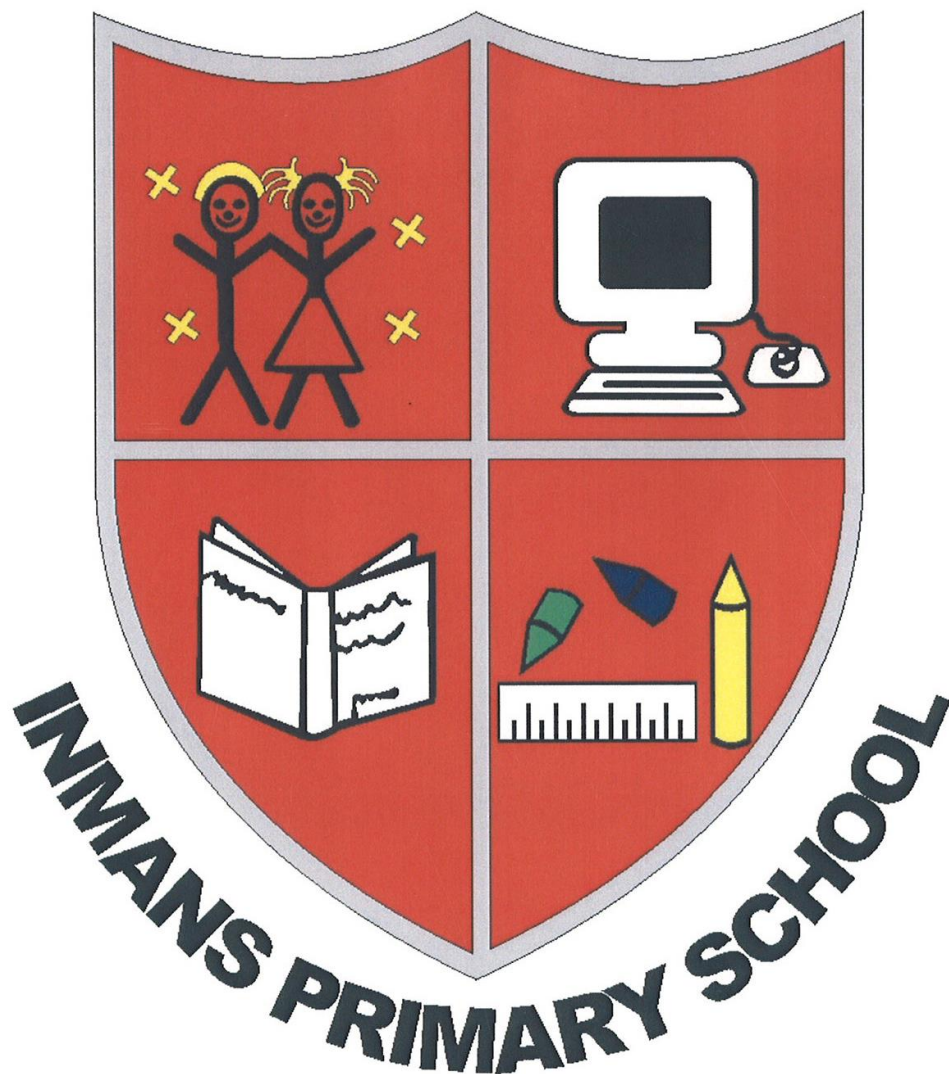


# Inmans Primary School

## Assessment and Moderation Policy



## **Inmans Primary School Assessment and Moderation Policy**

*Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, assisting planning and delivery to be more effective, thereby enhancing and enabling learning.*

### **Principles of assessment are:-**

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

### **Assessment for Learning**

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, high level questioning, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

### **To achieve this at Inmans School we will:**

- evaluate pupils learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work and the work of others' against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking and response policy
- incorporate assessment for learning, formative and summative assessment opportunities in medium and short term planning
- assess all subjects using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Complete transition meetings so children can be tracked as they progress through the school
- Use Assessment for learning strategies such as:

- working walls
- targets
- detailed success criteria and learning objectives
- self and peer evaluation
- discussion and talk
- conditions for learning – display
- learning journey – children know what is next
- pupil voice
- plenaries/mini plenaries
- hinge questions

### **Assessment Judgements – Formative and Summative**

Core subjects - To ensure secure introduction of the age related expectations (ARE), Inmans will measure progress and pupils attainment against ARE. Daily assessment formative assessment for learning information will be recorded on FLIC and used to inform next steps.

Termly attainment judgements will be collated for each pupil against ARE. This information is taken from FLIC and teachers will moderate using work scrutinies and summative NFER assessments. This information is used to measure individual progress and also look at attainment of groups e.g. pupil premium pupils.

Pupils will be measured generally in the year group that they are in. Occasionally less able pupils will be measured as working at an academic year group below their age. For these pupils this will ensure that they are still being challenged and making expected progress from their starting points.

Expected progress – pupils are tracked carefully to ensure that they make at least expected progress from their starting point. For many children this is a baseline at the beginning of EYFS and then confirmed by the EYFS profile.

Foundation subjects – These are also completed on FLIC. Subject coordinators monitor their own subject areas

### **FLIC -**

FLIC is a touch screen assessment system – FLIC stands for Framing Learning in Classrooms

### **Assessment of Reading**

Ongoing records of individual and guided group performance are completed. Benchmarking and FLIC are assessment tools, for diagnosis and progress. Children in KS2 will undertake NFER summative tests to not only inform teacher assessment but also provide children with the opportunity to experience a timed assessment.

### **Assessment of Writing**

Every fortnight children complete a piece of writing, which is marked, assessed and given a response challenge. These pieces of work are kept in the child's progression in writing book or up the classroom to provide longitudinal evidence of progress. FLIC and the response policy support the marking process and the next steps for the children.

### **Assessment of Maths**

Children complete Using and Applying activities to ensure they have profound understanding of mathematical concepts. FLIC will be used to track progress and acts as a diagnostic tool. Children in KS2 will undertake NFER and White Rose summative tests periodically, to not only inform teacher assessment but also provide children with the opportunity to experience a timed assessment.

### **Science, GPS and Foundation Stage Subjects**

Teachers will use FLIC to judge performance and highlight any areas for over learning.

### **Assessing Special Educational Needs**

Pupils with Special Educational Needs demonstrate attainment through agreed tests. Interventions are tracked to demonstrate progress. Refer to the SEN policy for guidance.

### **Assessing for More Able**

The policy for More Able demonstrates how pupils are identified and supported. Pupils may be identified at any time and however formal updating of the register occurs in October and June. Target setting and tracking for these pupils is adjusted according to their needs.

### **Formal Assessment Cycle**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Inmans School will include data from:

- Baseline for each new academic year (especially new to Inmans and EYFS)
- EYFS baseline supported by information and information from pre school settings
- Target setting
- Assessment for learning
- Formative assessment collected on FLIC
- Statutory tests – End of Key Stage Tests
- Summative assessment test at least termly in KS2
- Half termly writing assessments
- Mapping grids to show pupils progress from entry and in comparison with national expectations using previous assessment information
- On-going teacher assessments in all subjects
- For Foundation subjects, judgements following each theme will be made using the national curriculum performance descriptors

Pupil progress meetings with tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the

path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Inmans School we will:-

- follow the Assessment cycle and update the data on a regular basis.
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for maths and English and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing, reading and maths every half term using performance descriptors as they become available. Also exemplification materials will be used
- analyse data at the end of academic year to track 'value added' progress made
- pass cohort data and analysis to next teacher

**Reporting**

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports give clear assessments measured against national average with steps to improvement to encourage pupils and have a positive effect on attitudes, motivation and self esteem.

Reporting to the Governing Body – Governors participate in termly discussions about progress and attainment. They also participate in the writing of the standards report which places them with all the information they require for supporting performance management.

At Inmans School we will:-

- provide opportunities for two parent consultation evenings and a third open evening so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report
- provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment – with follow up consultation appointments on request
- Discuss pupil progress at the request of parent by appointment

The assessment co-ordinator will:

- formulate the school's assessment policy in consultation with the headteacher, staff and governors
- review the policy regularly in the light of statutory requirements and the needs of the school
- provide support and guidance with assessment and keep up to date with current information
- resource school with relevant tests and update assessment cycle

- maintain the 'tracking file' and consult with all staff about the targets set
- highlight pupils who have made no progress or are working below expectations
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

### **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

#### **At Inmans School we will:**

- moderate as a pod on a half termly basis
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments specifically for writing, reading and maths
- participate in moderation schemes in the Local authority for Foundation Stage, KS1 and KS2
- welcome LA enquiries
- moderate with partnership schools

*Review: April 2021*