



St Giles on the Heath Community Primary School

Assessment Principles

In April 2014 The Department for Education set out principles designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for on-going assessment.

The school has created a robust assessment system and this is how it meets the principles from the Department of Education.

The principles are:

Give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Are created in consideration of, and are benchmarked against, international best practice.

Give reliable information to parents about how their child, and their child's school, is performing

St Giles on the Heath Community Primary School has purchased Classroom Monitor which is a computer based tracking system. It is easy for teachers to use and at the end of every term teachers are able to input what children have achieved against the Devon County Council criteria / Rising Stars Assessment Progression Framework. This framework is linked with the expectations that children need to have achieved by the end of their key stage and year group.

Teachers are able to use Classroom Monitor to identify strengths and areas of development within children's learning that need to be developed. The right support/intervention can be given to help them to make accelerated progress. It is also able to identify children that are excelling and teachers are then able to provide them with appropriate work to deepen their understanding and use it within real life contexts. Those children have the opportunity to exceed the expected standards in their year group.

There is the expectation at St Giles on the Heath Community School that all children will reach the agreed end of year expectation.

Parents will be informed of how children are doing throughout the year at parents meetings and will be told whether their child has met end of year expectations or not in their summer school report.

The evidence that will support these outcomes will be derived from a combination of formative daily evidence (children's books/ elicitation tasks, teachers/pupils feedback and marking/group work/dialogue) and summative evidence.

There are Interim Teacher Assessment Frameworks that have been created by the Education Department for those children in year 2 and 6 and these are for reading, writing, maths and science. Children will have to meet all objectives within 'working towards' and within 'met standards' in order to attain expected standard for the end of year 2 and year 6.

Help Drive Improvement for Pupils and Teachers

The thorough information gathered from a rigorous assessment system alerts teachers very early to areas of the curriculum that need further attention. Therefore teachers alter their planning and delivery to address the areas that need more attention.

The staff will receive regular assessment updates on how well the school is doing and areas that need improvement. Teachers will also attend termly meetings with the head teacher to discuss performance. In the Autumn term performance appraisal will take place and targets will be set to raise standards, in the spring term there is a discussion about how well the children are doing and what strategies need to be implemented in order for them to progress with their learning and in the summer/September all staff meet to discuss the outcomes for the end of the year and areas for development help to formulate the school improvement plan.

Areas of development that are common across the school become whole school targets and INSET/training/staff meeting time is allocated to these areas to improve the quality of teaching.

Children are set individual targets for their literacy and numeracy and there are regular consultation meetings between teacher and child to discuss evidence to support the attainment of these targets and new ones are set.

From the assessments that have been carried out by the school the literacy subject leader alongside the head teacher has identified that the school needs to focus on improving spelling across the school and all teachers are currently using a spelling programme created by Devon County Council.

The maths leader has identified from the data that there is a need in the school to focus on mental and oral arithmetic and the children's targets reflect this.

Each lesson has an objective/learning intention created by the teacher and on occasions the children. Success Criteria are often used to help children understand exactly what is needed from them to produce a strong piece of work.

Children's work is marked/assessed by the teacher or the children against the success criteria and the learning intention and feedback is given to the children on how well they have done and what their next steps are. This is through using a purple pen (perfect purple) to underline areas of strength and a green pen (growing green) to underline areas that need improvement. Teachers will also write their comments at the end of the work in the two colours.

Children are given time to revisit their work to read the comments made and to make alterations to any mistakes made.

Children are given opportunities to self - assess. In reception they will use a 'letting my teacher know' stamp on their work highlighting whether they fully understood, understood some of it or need more help.

In the other year groups, especially at key stage 2 the school children will have the opportunity to put a coloured dot in red, yellow or green next to their learning objective which will indicate if they found the work tricky or whether they have 'got it.' The symbols will be displayed in the classrooms.

There will be more evidence of a clear learning journey in children's work to show where they have started and finished over the course of a teaching sequence with the use of elicitation tasks.

The Head Teacher alongside the literacy and numeracy leader scrutinise/assess the work of children with a clear focus that will have a positive impact on standards. For example, focussing on the marking and feedback in children's books – is it consistent across the school? Is it making a positive impact on the children's learning?

Teachers moderate the children's work on a termly basis within school and also with a partner school to ensure that the correct judgements are being made about a child's progress and attainment.

The data from Classroom Monitor can be compared year on year; results from the new tests in 2016 will continue to be compared at school level, at county level and at national level.

Detailed analysis will take place of the school data in terms of whole cohorts, groups, for example, girls and boys, Free school Meals, SEN and persistent non – attendees. This analysis will inform the school of its areas for improvement which will then drive the improvement for teachers.

Make sure the school is keeping up with external best practice and innovation

The school endeavours to keep abreast of best practice locally, nationally and internationally through the Devon Association of Head Teachers (DAPH), in collaboration with other schools in their local learning community and via Babcock (Devon County Council).