



Mount Pleasant School

Assessment Policy

July 2020

Aims

The aim of our assessment system is to improve children's development, progress and achievement. Children's progress is closely monitored at Mount Pleasant School, to ensure that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are making progress in their learning whilst considering the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

Principles of assessment

To ensure that:

- assessment is a continuous process which is integral to teaching and learning
- assessment identifies what children can and can't yet do
- assessment informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning
- high quality teaching is supported and informed by high quality formative assessment
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- a range of assessments are used, including formative, summative and nationally standardised summative assessment

Our Assessment Approaches

At Mount Pleasant School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We seek to provide children, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative Assessment

Effective formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons

- **Children** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking

Summative Assessment

Effective summative assessment enables:

- **School Leaders** to monitor the performance of children across school, work with teachers to ensure children are supported to make progress and respond to areas of strength or areas for development
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Children** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

A range of summative assessments will be used including, for example,

- End of year tests
- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements relating to the National Curriculum age related expectations

At Mount Pleasant School, progress is measured and monitored in the following ways:

- Data Harvests

Progress and attainment data for each year group is captured termly – half-termly for Y2 and Y6 children. Teachers identify children who are on track / almost on track for age-related expectation and children who are on track / almost on track for greater depth, alongside children who are working towards ARE.

- Pupil Progress Meetings

Following the data harvest, the HT/ AHT meet with each Class Teacher termly to discuss pupil progress and attainment. Gaps in learning and barriers to learning are identified, especially in relation to children who are 'working towards' or 'almost on track.' Actions in response to these gaps and barriers are agreed.

- Pupil Progress Follow-up Meetings

On completion of all PPMs, teaching staff undertake a follow-up meeting to discuss pupil progress at year group and subject levels. This is an opportunity to collectively identify:

Good practice that is influencing rapid progress, that could be trialled elsewhere

Subject leadership areas for development e.g. monitoring, training or resourcing

Possible next steps to address challenges that have been highlighted for individuals or subjects

Implications for interventions and LSA allocation in relation to SEN provision

- Monitoring

Pupil progress data will support the triangulation of evidence to inform monitoring across school, alongside additional evidence such as drop-ins, book looks and pupil voice

Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of groups of children across school, work with teachers to ensure children are supported to achieve sufficient progress and attainment and respond to areas of strength or areas for development
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Children and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of KS1 (Year 2) and KS 2 (Year 6)

Monitoring and Review

The Assessment Policy is reviewed on an annual basis, by all members of staff, and is shared with new staff as part of the induction procedures.

Date of next review – July 2021