



MINERVA ACADEMY

ASSESSMENT POLICY





Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- 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

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, QCA Optional Tests or at the end of a unit's of work. Summative tests help teachers in making end of key stage "best fit" assessments.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, QLA analysis

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, 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 Minerva Academy we will:

- evaluate pupils learning during and after most lessons in a timely fashion 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 activities where appropriate
- ensure pupils are aware of the learning Intention and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy 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 against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking policy
- Complete formal assessments according to the school schedule
- Use Assessment for learning strategies such as:
 - working walls
 - targets
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - conditions for learning – display
 - learning journey – children know what is next

Foundation Stage :-

The Early Years Profile is the nationally employed assessment tool that enables teachers to record the children's learning, and to summarise the pupils' progress towards the Early Learning Goals. It covers each of the six areas of learning contained in the curriculum guidance for the Foundation Stage. We make ongoing assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes many forms (see F.S. Policy), and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement. Throughout the year in both the nursery and reception classes the teachers and key workers assess the ability of each child, using the Foundation Stage Profile. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Foundation Stage Profile at our parental consultation meetings. (Further details are outlined in the Foundation Stage Policy)

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 regular reviewing of 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 Minerva Academy in Key Stage 1 and Key Stage 2 we will:-

- follow the Assessment schedule 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, those with special educational needs and other significant groups such as EAL pupils, FSM, or those from a particular ethnic group
- set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every assessment cycle.
- analyse data at the end of each term and at the end of each year to track 'value added' progress made as well as attainment
- Highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis in progress meetings.
- pass cohort data and analysis to the next teacher

Core Co-ordinators will also:

- 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 within their subject area across, year groups and phases
- Support teachers and implement strategies to improve outcomes and narrow gaps for individuals and groups of children

The Assessment Co-ordinators will also:

- analyse and collate teacher, co-ordinator, and external reports i.e. RaiseOnline, LA Analysis 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 within across, year groups, phases and the whole school and report on this to all relevant parties i.e. Head teacher, Governors and LA Officers
- Undertake annual QLA to support year group transition and pupil diagnostic evaluation

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. Reports for KS1 and KS2 pupils are

At the end of the year before the child moves classes in September. KS1 and KS2 reports are written using the agreed school format and are very personal to each pupil. EYFS reports are written at the end of each school year. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem however honesty and integrity will also be maintained.

At Minerva Academy we will:-

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process.
- Provide a yearly written report.
- Ensure results of statutory tests and assessments are reported to parents
- Discuss pupil progress at the request of parent by appointment.

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 available to justify judgements made.

At Minerva Academy we will:

- meet regularly to moderate assessments in phases and across phases
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- participate in moderation schemes in the Local authority for foundation, KS1 and KS2

List of Abbreviations

SATs – Standardised Assessment Tests

QCA – Qualification and Curriculum Authority

QLA – Question Level Analysis

FS – Foundation Stage

EAL – English as an additional Language

FSM – Free School Meals

SENCo – Special educational needs co-ordinator

LA – Local authority

EYFS – early years and foundation Stage

KS1 – Key Stage 1

KS2 – Key Stage 2