

Gulf English School
مدرسة الخليج الإنجليزية



Primary Assessment Policy

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Introduction

This Policy outlines the purpose, nature and management of assessment at Gulf English School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice, as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at GES and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Gulf English School, to ensure that assessment is used as a tool to:

- 1) Inform planning,
- 2) Track pupil progress and
- 3) Raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head of Primary. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at GES to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include;

- The use of pertinent questioning,
- Marking of pupils' work using our marking guidelines (see marking policy) and - Observational assessment.

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative Assessment

Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

Ongoing 'Writers workshop' (weekly writing) has allowed for a portfolio of writing evidence for each child to be leveled throughout the academic year. The portfolio then continues as the child progresses in the school. Clear progress can be seen in each child's writing skills.

In Maths, teachers use assessment resources alongside other assessment material to provide evidence of achievement against the curriculum objectives.

In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives.

Children who have not made expected progress or who have fallen behind are targeted for interventions and rapid response work.

At the end of every academic year pupils will be given teacher assessment standards in Reading, Writing and Mathematics. Pupils will be assessed against criteria under the following heads:

- Reading working towards, emerging, Developing or Secure
- Writing working towards, emerging, Developing or Secure
- Mathematics working towards, Emerging, Developing or Secure

Key Stage Two Assessments

Teacher Assessments

At the end of year 6, pupils will be given teacher assessment standards in Reading, Writing and Mathematics. Pupils will be assessed against criteria under the following headings:

- Reading working towards, emerging, Developing or Secure
- Writing working towards, emerging, Developing or Secure
- Mathematics working towards, Emerging, Developing or Secure

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See school Marking Policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Gulf English School. Staff use:

- - Success criteria,
- - Peer marking
- - Self-assessment

To involve pupils in their learning and to inform them of their next steps. 'Assessment for Learning' opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments.



Assessment Analysis

Assessments are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with teachers, analyse the final results and consider the implications for the content and delivery of the curriculum in each key stage. Children in Years 1- 6 will be assessed using the National Curriculum Objectives which feature in our learning objectives. Our internal school Pupil Tracker shows their progress in learning. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of data is completed.

All data, including the pupil tracker is stored on Skoolee for staff to access.

Accuracy and consistency of Judgments

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree with judgments if our decisions are to be given credence. Teachers will often share good practice informally with other colleagues to clarify 'best fit' judgments or for statutory teacher assessments and planning. Professional Development Meetings, 'show me' sessions and Teacher Development days are arranged for teachers to compare judgments and agree standards.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in Writing, Reading and Maths are set in Years 1 – 6. They are reviewed regularly.

Records

Records of end of unit assessments, formative assessments, test results and teacher assessments (TAs) are stored in shared areas.

Skoolee assessment documents are used as an aid to effective planning. The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed on Skoolee and is available for reference.

Curriculum Links

Assessment is an integral part of curriculum delivery at Gulf English School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in Maths, regular testing of subject knowledge is appropriate, whereas in Art, teachers will use their observations of children's work to inform their judgments.

Monitoring

The SLT monitors class assessment data throughout the year. Monitoring of assessment and lessons will be carried out through lesson observations, book and planning scrutiny and pupil voice. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school. Senior Leaders will drop in, unannounced to online sessions to monitor lessons, Children engagement and check pupil progress weekly. Planning will also be scrutinized on a fortnightly basis.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables all children to be given a differentiated curriculum, which meets their needs. In addition, the assessment policy at GES ensures that identification of these children is systematic and effective.

Reporting to parents

Parents receive a written report twice a year, including comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. End of year reports inform parents where the child is "working at" across all subject areas. According to age related expectations. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultations take place three times a year. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns or an online meeting can be arranged with the class teacher or a member of the senior leadership team.

If a member of staff has concerns over a child they will contact the parents and inform the relevant school leader.