

South Hams Federation

Assessment Statement Autumn Term 2107

Our Approach to Assessment

At Stokenham Area Primary School we believe that assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that our learners are making good progress. Our staff are regularly trained in our approach to assessment and we have senior leaders who are responsible for assessment across the school.

How do we assess?

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, teaching assistants, parents and pupils plan the next steps in learning to ensure success.

To do this, we regularly assess the pupils in a number of ways.

- Through informal questioning during lessons, so that teachers and teaching assistants can check what pupils know and understand.
- Through marking books and giving written and/or verbal feedback.
- Half termly progress work which might include a maths assessment task at the end of a unit of mathematical learning or an extended piece of progress writing after a unit of study in English or a piece of progress science work at the end of a science unit of work.
- Other informal assessments such as spelling tests and times tables tests.

- Informal observations, for example; watching a PE sequence.
- More formal assessments at the end of the year.
- Statutory assessments at the end of Years 2 and 6 and the Phonics test in Year 1.

Our teachers meet regularly in their planning teams across the Federation and within school to ensure that their assessments are accurate. They also receive additional training by attending staff meetings in school and courses provided by the Local Authority. At times, teachers also meet with colleagues from other schools within the local area to check that their judgements are similar. This is called moderation. Periodically, we are visited by external advisors who monitor our judgements. This year (June 2017) two of the schools within the Federation (Malborough with South Huish C of E and Loddiswell Primary Schools) had Early Years Foundation Stage moderation visits led by EYFS Advisors to ensure that our teachers' judgements were accurate and in line with other schools and the local authority. In 2016 we had visits from Key Stage 1 and English Advisors and the process and outcomes informed our moderation through 2016-2017 for all four schools within the Federation.

How do we report to parents?

We hold parent consultation meetings in the Autumn and Spring terms where we discuss pupil's progress and current targets. In these meetings we also discuss what will be our expectations for the pupil's progress and their age related expectations by the end of the year. At the end of the Spring term, parents of pupils in Year 1-6 receive a report which includes details of what has been achieved and indications of what the pupils need to do next to move their learning on. Statutory information on how pupils' have achieved in the Year 1 Phonics test and the assessments in Years 2 and 6 is also given to parents in July

where there is also an opportunity for parents to discuss the results with teachers should they wish to do so.

We also celebrate all achievements across our broad and balanced curriculum including sport, art, music and behaviour as well as social and emotional development.

What has changed since Autumn 2014?

A new curriculum was introduced in the Autumn of 2014, with the government removing the system of using levels to assess pupils. This was introduced to pupils in Years 2 and 6 from September 2015.

Schools have been given greater freedom to develop their own assessment system or adopt a new system that they feel meets the needs of the pupils in their school.

Over the past year we have been working on developing an assessment and tracking system, which continues to be robust and clearly shows pupil progress and attainment over time. Our system tracks every pupils' "Learning Journey", from Foundation Stage to the end of Key Stage 2. Monitoring progress and attainment in terms of pupils working towards achieving Age Related Expectations by the end of each academic year. This year we be starting to implement the use of Target Tracker to record pupil progress half termly, and attainment at the end of each academic year in order to measure progress year on year.

Progress in the foundation subjects is also assessed each time pupils are taught, and this information will also be recorded on Target Tracker.

Over the course of the year, each half term all children from Year 1 to Year 6 undertake pieces of progress work in Writing, Mathematics and Science. This is assessed in terms of meeting ARE by the end of the academic year. In Key Stage 2 children undertake NFER summative tests in reading, grammar,

punctuation and spelling and mathematics on a termly basis. The outcomes from the tests are used to inform teachers' planning, children's next steps for learning and to give a standardised/scaled score by which we can monitor progress over time.

This is in line with the Scaled Scores being used at the end of Key Stage tests in 2017 indicating whether a child has met the standard or not.

At Stokenham Area Primary School we have an Assessment Milestones Action Plan in place to ensure consistency and cohesion in implementing our assessment procedures throughout the school.

Over the coming year, we will continue to develop and refine our systems and practices (reflecting new advice and government guidelines for example the "best fit" model for assessing pupils' outcomes in Writing in 2018) whilst ensuring that our robust assessment system and practices best meets the needs of all of the children in our setting.

If parents wish any further clarification about our methods of assessment, please contact the Executive Headteacher, Sue Jezard by email: stokenham@southhamsfederation.org.uk