

# TRANMERE PARK PRIMARY SCHOOL

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## Assessment Policy

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*Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

# Assessment Policy for Tranmere Park Primary School

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## Rationale

The purpose of this policy is to support the pursuit of successful attainment outcomes for all of our pupils. This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Tranmere Park Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

## Ethos

All assessment should:

- gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- provide information to inform the school's strategic planning
- gather information to inform teachers' planning
- allow children to be involved in their own learning
- inform the Governing Body of the school's standards and achievement
- recognise the positive achievements of a child and allow for the planning of next steps in learning.
- allow for learning difficulties can be identified more quickly and therefore appropriate help given
- be recorded systematically
- helps parents to be involved in their child's progress
- ensure every effort has been made to make our pupils Key Stage 3 ready when they leave year 6

## Assessing Pupil Progress

Tranmere Park Primary School uses a nine point assessment system to track pupil progress towards, and beyond, age related expectations in core subjects. Summative assessment of foundation subjects will be made at the end of each half term against specific 'I can' statements related to the subject content within the topic. These are then used at the end of the academic year to make a summative assessment, based upon a three point system (emerging, expected, exceeding). This is the agreed system for all schools working within the Aireborough Learning Partnership. More information regarding this system can be found on the 'Assessment' tab on the school website.

### **Pupil attainment and Progress is assessed in the following ways:**

#### Day to day (Assessment for Learning)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved within a session. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment against shared learning intentions is encouraged throughout the school at age appropriate levels. Regular marking and feedback sessions promote a conversation between the teacher and the pupil with regard to successes and next steps in learning.

### Periodic Assessment

This gives a broader view of progress for the teacher and learner against national age related standards and expectations. Periodic assessments using the nine point scale are made at the end of each half term (in Reading, Writing, Maths and Science) and Reading, Writing and Maths assessments are shared with parents. These will outline whether a child is working towards the nationally expected level (emerging), at the expected level (expected) or working at greater depth (exceeding). Please see additional information regarding the nine point progress scale used to track progress across one academic year. Nationally standardised tests will also take place on a termly basis in reading (PIRA) and maths (PUMA) and will be used to inform the periodic judgements made by teachers.

### Transitional

This is the formal recognition of achievement through:

- completion of the Early Years Foundation Stage Profile
- Year 1 Phonics Screening Check outcomes
- SATs at the end of KS1 and KS2
- end of year assessment against age related expectation using the nine point progress scale in all year groups.

This information is formally reported to parents at the end of the school year.

### **Target Setting**

Personalised end of year targets are set for all children in Reading, Writing and Maths and are based upon transitional assessments from the previous academic year. Tranmere Park Primary uses the agreed target setting materials introduced by all Aireborough Learning Partnership Schools in September 2015 to do this. Please see additional information on the 'Assessment' tab on the school website. Individual pupil progress is tracked very carefully in order to ensure that pupils are on track to reach their personal targets. In KS2, school based targets are cross-referenced with FFT target predictions for each pupil at the end of year 6 in order to aim for aspirational progress across the phases. Any barriers to learning are quickly identified and timely support and intervention is planned for.

### **Reporting to Parents**

Pupil Mentoring information is shared with parents/guardians at the end of Term 1, 3 and 5 with attainment judgements made against year group expectations in Reading, Writing and Maths. Attitudes to learning and behaviour are also graded. Parents/guardians receive verbal feedback during parent consultation appointments in term 2 and 4 and a full report for each pupil is provided at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective.

### **Roles and responsibilities**

Class teachers are responsible for:

- ensuring AFL strategies are embedded within teaching and learning and that sessions are responsive to pupil need (including the 'pre' and 'post' test structure in maths planning)
- analysing pupil progress within the class and planning for next steps in learning appropriately
- planning for, and ensuring the delivery of, additional support/intervention programmes
- the successful deployment of additional adults in order to best support pupils in their learning.
- regular feedback to pupils through marking, verbal interactions, pupil mentoring sessions etc.
- tracking pupils within the class against personal targets and age related expectation

- working closely with the SENCO to highlight any children causing concern
- completing assessments and related paperwork in a timely fashion

The assessment leader, with phase leaders, is responsible for:

- ensuring staff are informed of assessment procedures and that agreed assessment systems are in place
- ensuring agreed assessments take place and that the data is shared with SLT, pupils and parent/guardians
- ensuring data management systems are in place to store assessments and to provide data analysis at a year group, class and individual level
- Tracking progress by pupil group (PPG, FSM, Ethnicity, EAL, vulnerable etc.)
- working with staff to track pupil progress and highlight any causes for concern
- ensure agreed support and additional interventions are planned for and are appropriate. Also ensure that staff involved have the necessary skills to deliver the programmes.
- Working with team leaders and subject leaders to analyse pupil attainment and progress

The assessment leader and Headteacher are responsible for:

- setting whole school attainment targets
- evaluating whole school attainment against national, local and statistically similar schools
- ensuring all statutory requirements are met with regard to assessment and reporting.
- reporting to Governors

Please refer to these additional policies to supplement this one: Teaching and learning, SEND, Marking and Feedback, More Able, Curriculum and all subject policies.

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