

## Two Gates Primary School Assessment Statement

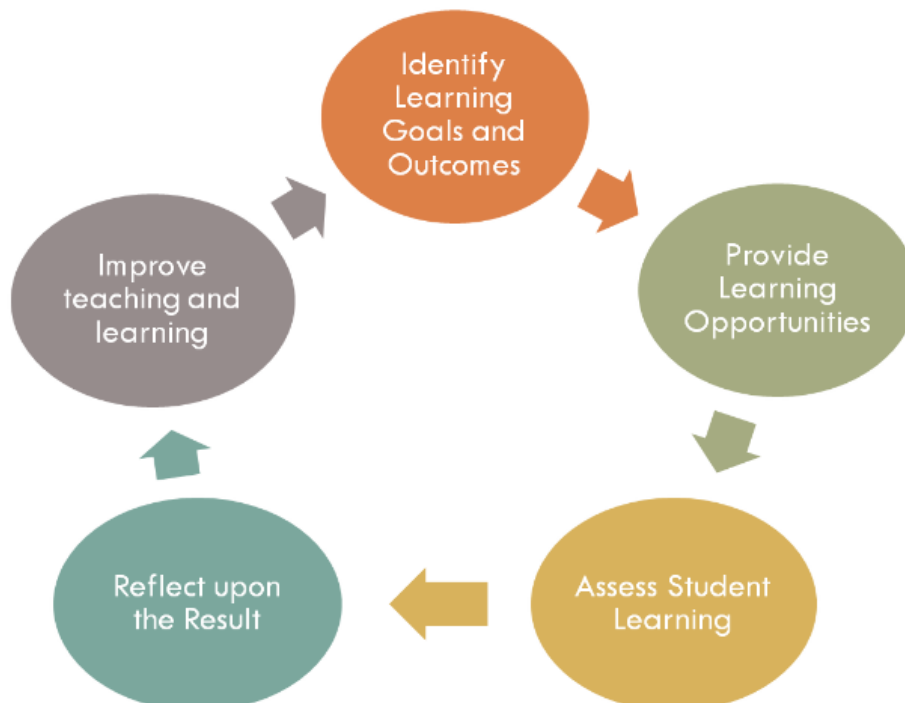
*'Popcorn is prepared in the same pot, in the same heat, in the same oil, and yet, the kernels do not pop at the same time.'*

### Our Approach to Assessment:

At Two Gates Primary School, we believe:

- Assessment is an integral part of quality first teaching. It helps us to identify learner's strengths and next steps in their learning.
- Assessment should support every child in making at least expected progress.
- For assessment to be robust, staff must have training as well as time to discuss progress and moderate judgements on a regular basis.
- Assessment should support Leaders in identifying issues within school and should improve teaching and learning across school over time.

### Our Method for Assessment:



The most important use of assessment is to help staff, pupils and parents plan learners' next steps in their learning. Assessment also informs the reporting of pupil outcomes and school performance.

The flow chart on page one talks about the cycle of assessment at Two Gates. This cycle is repeated on a termly basis.

### **Formative and Summative Assessment:**

In order for teachers to gain a range of evidence, they use a variety of formative and summative assessment strategies.

**Formative assessment** is key to our understanding of a pupil's abilities as it is based upon a complete picture of a learner. Formative assessment is about assessment for learning; this is collated from a child's performance in class, both verbal and written, in a range of subjects.

Through formative assessment, feedback is given to pupils in the moment so that they can move forward in their learning. This feedback is provided verbally from teachers and teaching assistants and written marking in books. In addition to this, staff may work with pupils to discuss their progress and their next steps within one to one and group discussions. A teacher's assessment of a pupil is largely based upon this formative assessment as it produces a rounded and full picture of a pupil's performance.

Within lessons, teachers provide many formative assessment opportunities. Quick retrieval activities and low-stake tests are used to check what information the pupil has retained from the previous lesson and provide instant feedback.

It should be mentioned that formative assessment is also supported by key assessment foci based upon the National Curriculum 2014, a statutory document.

**Summative Assessments** are given at key times within a year to determine, at a particular point in time, what students know and do not know.

Examples of summative assessments used at Two Gates are:

- Spelling tests
- Science topic tests
- Multiplication tests
- Standardised tests
- Read Write Inc Phonic Screening
- Reception Baseline

Standardised tests are used to check children's knowledge of the core curriculum they have covered so far within a whole subject: reading, maths and SPaG (Spelling, punctuation and grammar).

Staff take in to consideration that some children respond well in test situations whilst others do not; other factors, such as illness or upset, may affect how a child performs and therefore these types of assessments are planned for carefully. For example, an assessment may be delivered in a small group rather than in a large class situation, or a child may need a reader to help them understand a task or question. Summative assessment serves to support a staff's formative assessment; it is only a small part of the bigger picture.

At the end of each Key Stage, children take part in statutory assessments. These are as follows:

### **EYFS**

- End of Foundation Stage Early Learning Goals

### **Key Stage 1**

- Year 1 Phonic Screen
- Year 2 SATs

### **Key Stage 2**

- Year 4 Multiplication Check
- Year 6 SATs

### **How do we use our Assessment data?**

- To summarise the progress and attainment of pupils and identify their next steps in learning.
- To help staff plan effectively for the range of abilities in their class.
- To ensure every pupil makes at least expected progress.

Each term, pupils in KS1 and 2 are given a teacher assessment grade of either 'pre-key stage', 'working towards', 'expected' or 'greater depth' within each core subject. In EYFS, children are on-track or not on-track to achieve the Early Learning Goals at the end of their Reception year. These assessments take in to account both summative and formative assessment information gathered throughout the term. Teacher assessments, alongside summative assessment data, is recorded and tracked throughout the year.

When making assessments, teachers will use the tracked data along with their in-depth knowledge of the children to make secure judgements.

Staff meet with leaders on a termly basis to discuss the pupils in their class and the progress that they are making. Supportive interventions are then discussed and put in to place where necessary.

### **Attainment**

Teaching staff use the assessment data to monitor the attainment of children across school. This involves looking at the proportion of children in each year group who have achieved their year group goals for that point in the year.

### **Progress**

Assessment data is also used by teaching staff to monitor the progress of children throughout the year and over time. They will look to see how far children have moved on with their learning from their original starting points.

### **How do we ensure our judgements are accurate?**

All of our assessment criteria is based on our School Curriculum, which is based on the National Guidelines from the Department for Education in the National Curriculum for Primary Schools documents (2013/14).

Further moderation and discussion of judgements takes place within school where staff meet together and discuss their judgements and the next steps in learning for groups of children. Pupils are moderated using assessment foci and exemplification materials. External moderation also takes place with other schools across the Arthur Terry Learning Partnership and schools local to Two Gates.

### **Sharing Assessment Data**

The data collected is kept securely on an online data system or on password-protected electronic devices; only staff who need the assessment data are able to access it.

Pupil assessment information is shared with parents and pupils through conversations and written reports.

As a school, we are required to submit data to the local authority and the Department for Education at key points (below). Parents can view our outcomes on our website:

- Reception (End of EYFS data)
- End of Y1 (Phonics Screening data)
- End of Year 2 (KS1 Results)
- End of Year 6 (KS2 Results)

If there is anything else you would like to discuss, please contact your child's class teacher or contact a member of the Senior Leadership Team via the school office.