



Sheep Dip Lane
PRIMARY SCHOOL

Assessment Policy

Spring 2017

Policy ratified on:	10/02/2017		
Date for review:	Spring 2018		
Signed/Responsible: Chair of Governors	Mrs J Thomas		
Signed Head Teacher	Mrs F Parish		

SHEEP DIP LANE PRIMARY SCHOOL
SHEEP DIP LANE
DUNSCROFT
DONCASTER
SOUTH YORKSHIRE
01302 842464
sdlp@sheepdiplane.doncaster.sch.uk

Mrs F Parish
Head Teacher

Growing Gifts





Sheep Dip Lane
PRIMARY SCHOOL

Sheep Dip Lane Primary School
Sheep Dip Lane, Dunscroft, Doncaster, South Yorkshire, DN7 4AU
Tel: 01302 842464
Email: sdlp@sheepdiplane.doncaster.sch.uk

Sheep Dip Lane Primary School: Assessment Policy Reviewed: Jan 2017

Linked Policies: English, Maths Policies

'Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace.'

Final report of the Commission on Assessment without Levels, J.Macintosh CBE, September 2015

Our new assessment system

The new curriculum signalled a shift not only in content but also the expectation placed upon pupils became considerably higher across Key Stages 1 and 2.

As a result, the new, more rigorous curriculum, means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum, this means a shift in thinking and in the way we assess our children's outcomes.

'Assessment without levels gives schools the opportunity to develop their own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by the school.'

Final report of the Commission on Assessment without Levels, J.Macintosh CBE, September 2015

As a creative, forward-thinking school, Sheep Dip Lane Primary, have embraced the changes as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that gives a clear indication of what is expected of our learners along with providing more clarity for parents about exactly what their child can do.

'Schools can ensure their approaches to assessment enable pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve.'

Final report of the Commission on Assessment without Levels, J.Macintosh CBE, September 2015

Key principles for Assessment at Sheep Dip Lane Primary School

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Sheep Dip have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- Learners will be assessed against Key Performance Indicators (KPI's)
- Well-planned creative teaching sequences across the Curriculum and contextualised (where possible) in Maths will be carefully scaffolded using the NC objectives, leading to assessment of the KPI's
- Children will make age appropriate progress – the focus will be on moving learners through each year group at the same rate to ensure learners leave each year group at age expected standards.

In order to be 'secondary ready' children need to meet the required end of Year 6 KPI's; We use the KPI's to assess outcomes for children at the end of each curriculum year – for example:

A child that has achieved all the KPI's set out for Year 3 for English would be said to be working at the expected level for English at the end of year 3. A child achieving half of the mathematics KPI's for Year 5 would be classed as working below the age-related expectation for Maths.

Our assessment and reporting system includes:

- Ongoing assessment through mini-plenaries, carefully planned questioning and reasoning opportunities (including the use of Learning reflection grids and cards) will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- Children will know what they are being asked to learn and more importantly, why. They will become increasingly confident when discussing their learning (including their useful learning mistakes)
- Regular feedback both written and verbal between the teacher and learner
- A KPI tracker using the O Track system class tracker document which allows the teacher and learner to know what has been achieved and the child's next learning steps
- Triangulation of data, evidence in books and pupil voice

More able children

Rather than moving onto the next year's curriculum, the focus for these children will be on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

Emerging, not yet reached the expected level of development

Expected

Exceeding, beyond the expected level of development for their age

Internal tracking sets the expectation of a child developing against the KPI's throughout the academic year moving from Emerging to developing, developing + then secure at Age related expectations. This means they should move 3 steps or more within the year.

Internal tracking sets the expectation of a child developing against the Early Years Outcomes age boundaries throughout each Foundation Stage year, moving through each of the 17 areas from Beginning to Developing to Secure, before progressing into the next age boundary. This means they should move 3 sub-steps or more within each year of Foundation Stage.

Reporting to Parents

Parents will be informed of the changes to the newly developed Assessment framework by the end of Autumn 2015. Discussions at parent, teacher, consultation meetings in the Autumn and Spring terms will be based on whether their child is on track to be at the age expected level by the end of the year. The Summer term written report will explain whether or not the child has reached age-expected expectation and will detail the KPI's achieved or needed to reach age-expected. It will also state whether a child is:

Below the age-related expectation

At the expected level

Exceeding the expected level