



Girton Glebe Primary School: Assessment Policy

Policy name:	Assessment Policy
Approved Date:	
Review Date:	

Girton Glebe Primary School: Special Educational Needs and Disabilities Policy

This policy is underpinned by the school's vision and mission, and by the attributes of the IB Learner Profile

School Vision

Girton Glebe is a community centred, innovative and inclusive primary school where our children develop into inspired, inquisitive and internationally-minded individuals.

This approach will lead pupils to be caring, knowledgeable and reflective learners ready for the next stage of their education.

Mission Statement

At Girton Glebe, through the IB PYP curriculum, we deliver an holistic education which develops inquiring, knowledgeable and caring young people who have a deep understanding of their local and global world. We develop children who help create a better and more peaceful world through an holistic education that builds intercultural understanding and respect.

Through our 6 core values, we aim to develop children at Girton Glebe who are:

Curious: inquisitive and inquiring

Aspirational: striving to achieve

Responsible: understanding of their involvement in their education and the wider world

Empathetic: welcoming of others' opinions and valuing the feelings of others

Persevering: appreciative of the learning journey

Respectful: inclusive, local and global citizens

The IB Learner Profile



Assessment Philosophy

Assessment at Girton Glebe Primary School is to provide feedback on the learning process and is focused on the enhancement of individual child's learning according to their individual learning styles and needs. At Girton Glebe, children and teachers work in partnership to enable children to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential. We believe that assessment is an ongoing and developmental process that is driven by children's needs and directed by the clarity of teachers' understanding of what children should know according to the overall year group expectations. We believe that well planned assessment will support us to reflect on our teaching as well as how our children are benefiting from teaching while keeping in mind their individual interests and learning styles.

Assessment is ongoing and teachers use multiple forms of assessment to enable progress. Formative assessments are the grounding and preparation for children to learn the skills needed for summative assessments as well as assignments.

Purpose of Assessment

Assessment is integral to teaching and learning at Girton Glebe. To measure how successful learning has been, teachers will use a variety of tools to assess student understanding and the acquisition of new skills and knowledge. Assessment is used to inform planning of day-to-day lessons but also strategic planning of the curriculum and as an opportunity for children to reflect on their learning. Assessment involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what children know, understand and can do at different stages in the learning process.

Assessment for children:

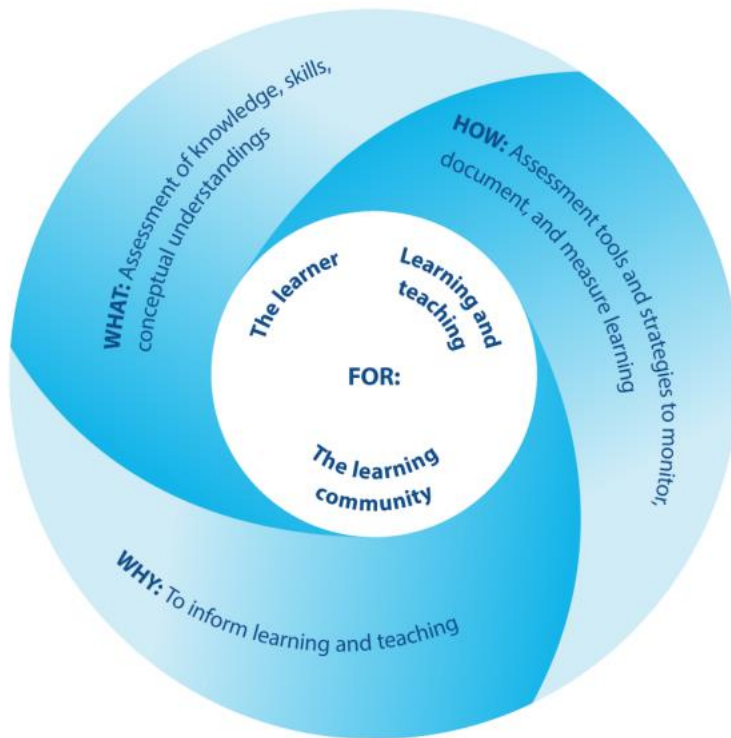
- Contributes to the enhancement of child learning through diverse strategies and tools.
- Helps children to build an understanding of what they need to improve.
- Helps children to develop self- assessment skills.
- Actively engages learners in assessing and reflecting on their learning and acting on feedback from peers and teachers to feed forwards next steps in learning.
- Allows children to demonstrate and share their learning and understanding with peers, teachers and parents through the different opportunities given to them throughout learning and teaching process.

Assessment for teachers:

- Determines the level of current child knowledge and experience before moving onto new learning.
- Provides guidance and feedback for teachers and administrators to advance learners' performance and address their needs.
- Takes into consideration different learning styles, needs and developmental abilities through educating teachers about the different learning styles of the children, with the support and supervision of the learning support department.
- Provides guidance for further learning planning and curriculum development.
- Allows the school to monitor efficiency of teaching.

Assessment for parents and carers:

- Develops an understanding of their child's progress.
- Develops an understanding of the learning goals that their child is working towards.
- Provides opportunities to support and celebrate child learning.
- Provides parents with regular opportunities to engage and communicate with teachers regarding their child's progress.



Assessment, From Principles into Practice 2019

Assessment for the Primary Years Programme (PYP) at Girton Glebe:

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning:

Monitoring is our main strategy for gathering information of the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers.

Documenting learning:

Documenting is evidencing what has happened in the child's learning journey. It is shared with others to make learning visible and apparent to the whole school community. Children and teachers document learning goals, questions, reflections and evidence of learning. At Girton Glebe we use a range of methods and approaches to gather information about a child's learning. We then record this information using a variety of tools and strategies which are:

- **National Curriculum Statements:** an established set of criteria (knowledge and skills) for rating learners across all subjects. The descriptors inform the teachers what to look out for in the learners' work and how to rate the work.
- **Exemplars:** sample pieces of learner's work which are used for assessment purposes.
- **Success Criteria:** lists of information, data, attributes and skills that are either present or met in the children's work.
- **Progression documents:** these demonstrate the stages of learning. They show the expected progress and allow teachers to identify where learners are in the learning process. For example, Scope and Sequence documents.
- **Class portfolios:** a collection of the class work that records the learner's involvement in the learning process. They document the learning journey as well as the class progress and growth over the transdisciplinary theme. The portfolio enables the teacher, learners and parents to identify strength and progress as well as areas of development.
- **Observations:** this is our main method of assessing children. It is continuously used in class and includes making anecdotal records. There are two forms of observations:
 - **Incidental observations:** these are informal and take place while the children are engaged in classroom tasks and activities.
 - **Planned observations:** these take place when the teacher watches the child's performance in specific tasks and activities. They are planned for and notes are made during them.
- **Quizzes and tests:** these occur half termly – and some informal quizzes throughout the year - and are made up of a series of questions designed to measure progress and understanding of learning.
- **Open-Ended tasks:** tasks that are set for the children. Learners will produce varied responses such as oral presentations, multimodal presentations, art work and written work.

Measuring Learning

Measuring learning focuses on gaining information of the child's understanding, knowledge and skills at a particular point in time. Each time we measure learning, we gain more insight into the child's understanding of the big concept.

We use a range of assessment types to support the learning process:

- **Pre-assessment:** This involves both formative and summative assessments. Judgements are made on how the child is performing against their year group expectations and the success criteria for the task. These assessments allow the teacher to adapt and refine their teaching to meet the needs of the learners.
- **Formative assessment:**
 - Provides immediate feedback and information while learning is taking place.

- Allows teachers to adapt their lessons and teaching as well as plan the next stage in learning
- Provides feedback on the effectiveness of the tasks as well as the enthusiasm of the children
- Examples of formative assessment:
 - Observations and responses from children
 - Group discussions
 - Childrens' work
 - Peer assessment
 - Guided group work
- **Summative assessment:**
 - Takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.
 - Give teachers a clear idea about the child's understanding and knowledge on a particular unit of work.
 - Gives children opportunity to demonstrate what has been learned during the inquiry and lessons and allows them to show the deep understanding of what has been taught.
 - Assessment tasks will reflect the PYP program objectives and assessment criteria. They should be assessing and demonstrating the knowledge and deeper understanding the children have gained when answering the guiding question of the unit. This assessment should not just be a repetition of an activity done in class, but a separate activity.
 - When creating the assessment activity, the teachers and children work together to produce a success criteria.
 - Examples of summative assessment:
 - Multimedia presentation
 - Creating a model
 - Oral presentation to the class
 - Written report
 - Making a debate
 - Writing a persuasive letter.
- **Self-assessment:** tasks in which children reflect on their own learning and their performance against a set criteria.
- **Peer and group assessment:** tasks in which children actively evaluate each other's learning by providing feedback.

Reporting Learning

The purpose of reporting is to support communication between parents/ carers and the school about a child's academic attainment. We hope that reports provide an opportunity for parents to reflect with their children on academic attainment and form part of an on-going supportive dialogue between the college and home about a child's attainment.

- This will involve teachers, children and parents in partnership
- Be comprehensive, honest, fair and credible
- Be clear

Types of reporting:

- **Written reports:**
 - At the end of the year, a written report is provided to parents to communicate the achievements, successes and next steps of the children.
 - The report will communicate assessment grades, effort grades, written comments and targets.
- **Parents' Evenings**
 - In the Autumn and Spring Term, teachers meet with parents to discuss the progress and attainment of the children. Information such as academic achievement, social progress and settling in are shared.
 - Individual meetings with parents happen at any time during the school year to discuss any urgent matters.
 - Parents of SEND children are offered an extra long meeting to discuss the ADPR.
 - Parents of children with ADPR are met with three times a year to discuss and review the ADPR and set new targets.
 - At the end of the year, a final drop-in parent evening session occurs, where parents can meet with their child's current class teacher and meet with next year's teacher.
- **Exhibition**

The Exhibition is an extended unit of inquiry presented at the end of the final year of the PYP (Year 6). Children engage in a collaborative form of learning and inquiry, they are provided with opportunities to investigate and suggest solutions for real life situations. The Exhibition allows children to show what they have learned through the PYP and apply all the major qualities of the IB learner profile, a self-directed experience to empower children and allow them to own their learning.

Assessment Inclusion Arrangement

There is a wide range of measures which can be taken to meet special educational needs during instruction and assessment. Children with identified learning needs and difficulties are provided with various ways to meet their educational needs during instruction and assessment and not limited to using devices. They are granted additional time and adaptive teaching and learning strategies to meet their needs (Scaffolding). They are allowed to use assistive technology and are given breaks between tasks and or tests. They are provided with level text and various strategies for all kinds of assessments and in one or more subjects throughout the year.