



Assessment Policy



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1. Introduction

The purpose of this document is to describe our current assessment procedures and the ethos underpinning these. We see assessment to be an essential part of teaching, learning and management within the school. The curriculum is mapped out against end of year, age-related expectations (ARE), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

2. Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

3. Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Arrange and facilitate moderation meetings so that teacher assessments are robust.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use on-going formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.
- Take part in Pupil Progress Meetings each term to review data outcomes and future provision.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

4. How assessment outcomes are collected and used

We use 3 key forms of assessment:

- a) In-school formative
- b) In-school summative
- c) Nationally standardised summative

a) In-School Assessment for Learning (Formative)

This is the most informal strand of our procedures, which embeds assessment at all points of the planning teaching and learning cycle. For example, we assess children's prior knowledge to inform the teacher's planning, and, as we are teaching, assess how children's learning is progressing. This takes place continually, and in a range of forms, as described below. All will be found in evidence across the school, but will vary according to the age of the children or the activity taking place.

Monitoring

While children are learning, teachers and other adults in school monitor children's work and intervene where necessary to ensure appropriate progress is made.

Marking

Teachers use the opportunity of marking children's work to check progress against learning targets and suggest next steps for improvement. We use a range of simple codes to simplify the process (as displayed in classrooms), and try to make comments as succinct and positive as possible. When appropriate, marking may take the form of verbal feedback to individuals or groups.

Self-assessment

We involve children in the assessment of their own learning by providing a range of opportunities to comment on their progress and understanding. This may take the form of marking against shared success criteria, or giving a 'thumbs up' at the end of the lesson if they have met the learning objective for that session. We may also question children on aspects of their learning

Learning conferences

This involves talking to individuals or groups about their learning, and mutually agreeing targets for the future. This is particularly useful when preparing for sharing targets with parent/carers.

Observations

Used extensively (but not exclusively) in the Foundation Stage, this involves teachers or other staff observing children learning, and recording their progress against given criteria.

b) In-School Assessment for Information (Summative)

This is the most formalised strand of our procedures, primarily because we are required to obtain standardised data about the children at key points throughout the primary phase. We also need to be able not only to know how children are attaining/progressing, but also how we know, i.e. on the basis of solid evidence. Our summative assessment gives us a sound basis for making judgments about children's attainment and progress, and also a wealth of information for teachers as they set numerical targets.

The summative information can also be used formatively, that is, to adapt planning and teaching approaches based on what we have found out. Where applicable, this will be noted below.

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations. These are based on the average age of pupils at the end of each term.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Year 1	B1		D1		S1	
Year 2	B2		D2		S2	
Year 3	B3		D3		S3	
Year 4	B4		D4		S4	
Year 5	B5		D5		S5	
Year 6	B6		D6		S6	

*****Children who are working at the higher end of their year-group will be shown by using a S1+ (or year-group equivalent) at the end of the year.***

Assessment Map

Our principal tool is the assessment map, which set out all our formal assessment procedures throughout the whole primary phase. Term by term we can see what is happening in each year group, and how each year informs the next.

Early Years Foundation Stage

In Nursery and Reception, we use Development Matters as our teaching, learning and assessment tool. Observation is at the core of Early Years assessment; the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. Practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage, above or below.

Years 1 - 6

ENGLISH

READING (Tests)

NFER Reading tests to be completed twice a year. Years 2 - 6. Also, in statutory assessment years, a selection of past SATs papers will be used to help familiarise children with the standard and layout.

READING (Teacher Assessment)

Reading conferences are used as a more formalised guided-reading session based on age-appropriate texts and take place on a termly basis to support the on-going assessment of reading.

WRITING (Teacher Assessment)

A range of **independent** pieces of writing are used to support teacher assessment (e.g. English writing outcomes, theme writing etc.) Teachers read through children's written pieces and use as evidence for writing judgements, alongside other pieces of writing.

GRAMMAR PUNCTUATION & SPELLING

Cornerstones Grammar, Punctuation and Vocabulary and separate Spelling tests are used.

MATHEMATICS

Maths No Problem test resources have been introduced in 2017 /18. Cornerstones Arithmetic and Reasoning tests, alongside previous Maths SAT papers are available for Years 2 and 6. Both assessment resources are used alongside on-going teacher assessments to provide a rounded termly assessment judgement.

C) Nationally standardised summative assessment (Summative)

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

-Reception baseline check (non-statutory)

- Year 1 Phonics Screening Test
- Year 2 Phonics Screening Retake (for the children who did not pass in Year 1)
- End of KS1 SATs in Reading, Writing and Maths (end of Year 2)
- End of KS2 SATs in Reading, Writing, Grammar, Maths and Science (end of Year 6)

5. Other Assessment Areas

Group Reading Records

Group (also known as guided) reading takes place regularly as part of children's English provision. During each session notes are kept about children's performance and progress. These notes are used to monitor children's reading levels throughout the year.

Data gathering and analysis

At three points each year we capture the children's attainment in Reading, Writing, GaPS and Maths (Years 1-6) and compare children to their predicted levels of achievement. The Headteacher uses this data as part of the monitoring procedures and works with the Inclusion Manager and other staff with management responsibilities to ensure children needs are met as soon as possible through intervention strategies (Provision Management), or through targeted teaching inclass.

Pupil progress is discussed with the Executive Principal on a half termly basis and the School Improvement Partner twice a year.

6. Reporting to Parents

As a school we value the parents' role as stakeholders in their children's education. We meet our legal requirements for communicating about children's performance and progress in a number of ways. Termly newsletters give parents information about the content that will be taught, enabling our reporting procedures to focus mainly on learning. This can take place informally, as and when staff or parents have concerns or successes to talk about. It also takes place formally, as described below.

Open Afternoon - Come & Share

Each term parents and other relatives are invited to see children at work in class, and to see evidence of the children's learning through displays and exercise books. There is time here to discuss progress informally with the child and the teacher.

Parents'/Carers' Interviews

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we meet all parents/carers collectively and share the planned learning for the child during that academic year. There is an opportunity for individual discussion after the group meeting. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year parents have the opportunity to review their child's written report and the targets identified in it for the next school year (see next paragraph).

Written Reports

In July, parents receive a written report covering all the aspects of a child's learning. We comment on English and mathematics skills in detail, while giving a more general indication of attainment in the other subjects. We also comment on children's learning skills, and on their general attitude and behaviour. The report also includes comments from the Headteacher and a summary of attendance data for the year. Part of the report is given over to children's own assessment of their performance and progress during the year, which will vary in format according.

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

7. Feedback for pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

Verbal feedback

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

Written feedback

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgment. If we consider that the objective has not been met, we make clear why we think so. In either case we identify what the child needs to do in order to produce (even) better work in the future.

Self/Peer assessment

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

Planning for feedback

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

Inclusion and Assessment

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities, or special educational needs and how well we meet the specific needs of able gifted and talented pupils.

Consistency

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgments about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgments about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Conclusion

Overall, we aim to maintain a balanced approach to assessment and reporting - balancing formality and informality, quality and efficiency - and to make the best possible use of the information we have gathered to further children's learning.

Date of approval: Spring Term 2018

Signature: Head Teacher

Signature: Chair of Local Governing Body

Renewal Date: Spring Term 2020

School Yearly Assessment Overview

September	<ul style="list-style-type: none"> • Ratify/moderate summer data using Assessment and Moderation (AM) Grids • Report to Local Governing Body • Year 1 - Year 6 Baseline testing and Attainment and Gap Analysis (including Cornerstones Arithmetic Test 1) • Nursery and Reception baseline • Pupil progress/target-setting meetings • New interventions up and running
End of November	<ul style="list-style-type: none"> • Mathematics summative tests (including Year 2 -Year 6 Cornerstones Arithmetic Test 3 and Autumn Maths No Problem MAT paper) • Attainment and Gap Analysis completed where applicable • Reading and GaPS tests • Writing portfolio assessed • Moderation in year groups and/ or Potential Network • Updating Reading, Writing, GaPS and Maths assessment using A & M Grids. • Input data into DC Pro • Analyse data/moderation • Pupil Progress Meetings (whole year-group teams)
January	<ul style="list-style-type: none"> • New Interventions up and running
Middle of March	<ul style="list-style-type: none"> • Mathematics summative tests (including Year 1 -Year 6 Cornerstones Arithmetic Test 5 and End of Book 1 Maths No Problem paper) • Attainment and Gap Analysis completed where applicable • Reading and GaPS tests • Writing portfolio assessed • Moderation in year groups and/ or Potential Network • Updating Reading, Writing, GaPS and Maths assessment using A & M Grids. • Input data into DC Pro • Analyse data/moderation • Pupil Progress Meetings (including a review of interventions)
April/ May	<ul style="list-style-type: none"> • New Interventions up and running (Start of Summer term) • National testing in Years 1, 2 and 6
June/July	<ul style="list-style-type: none"> • Year 1 Phonics test • Year 2 and 6 SATs week • Year 1 -Year 6 Summative tests (including Cornerstones Arithmetic Test 7 and End of Book 2 Maths No Problem paper). • Attainment and Gap Analysis where applicable • Reading and GaPS tests • Writing portfolio assessed • Moderation in year groups and/ or Potential Network • Updating Reading, Writing, GaPS and Maths assessment using A & M Grids • Input data into DC Pro • Analyse data/moderation • Pupil Progress Meetings (including a review of interventions) • Year 2 and Year 6 teacher assessment against interim frameworks • Good Level of Development submitted to Head/ LA • Transition meetings and class information handover • Finalise teacher assessments - input into DC Pro • Data analysis

