



Assessment Policy

This policy provides clear guidance on the role of assessment to support teaching and learning across our Academy in order to improve and raise standards.

- Minuted and adopted by ELT in December 2019.

Review date: September 2020

Rationale

The purpose of this policy is to support school improvement and the raising of standards (progress and attainment) for all our children.

This policy intends to:

- make our vision upon the role of assessment clear as part of teaching and learning across our Academy;
- 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.

Fundamental Principles of Assessment

Assessment should:

- relate to relevant learning objectives;
- give children appropriate feedback so they are clear about what they know, understand and are able to do and what they need to do next;
- enable pupils to understand what they have to do to reach the end of the lesson, unit, topic, academic year and key stage expectations;
- include reliable judgements about how learners are performing, related where appropriate, to national standards and benchmarks;
- involve both adults and children reviewing and reflecting upon assessment information;
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these;
- enable teachers to plan more effectively through determining what a child can/cannot do and help them plan future support to fill any gaps in knowledge and understanding
- provide us with information to evaluate our teaching and learning practice, and set appropriate targets at school, class and individual pupil levels;
- give parents a clear idea of what their child can do and will need to do next to progress
- be underpinned by the confidence and belief that every child can improve and progress enabling all children (including those with SEND) to make progress in their learning

Roles & Responsibilities

Teachers, Key Persons and Support Staff are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context (see appendix 1).

The assessment calendar provides information about when assessment data is collected and shared with leaders (see appendix 2).

The outcomes of all assessments are reported to the Head teacher, Deputy Head teacher, SENCo, Assistant Head, Senior Leadership Teacher and core subject leaders in order to make strategic decisions about next steps in provision across the Academy.

The Head teacher is responsible for ensuring that:

- at the start of each academic year the teacher sets end of year targets based on secure pupil tracking and evidence from the previous teacher;
- each teacher or key person uses Insight pupil tracker, or B Squared to analyse the performance of individuals and vulnerable groups (see appendices 3 and 4);
- each teacher or key person uses the correct marking, annotation and feedback procedures relevant to their phase and stage and areas of learning
- summative assessment tasks are carried out and that the resultant data is collated centrally;
- meetings with staff through Pupil Progress Meetings (X3 per year) to occur and help identify/support children at risk of not making expected progress
- all staff are familiar with current assessment policy and practice.

The Executive Leadership Team are responsible for:

- monitoring standards in core and foundation subjects;
- analysing pupil progress and attainment, including individual pupils and specific pupil groups;
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment, those in danger of not reaching age expected and those who need to exceed expectation;
- prioritising key actions to address underachievement of individuals and groups;
- reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years;
- holding teachers to account for the progress of individual pupils towards their end-of-year targets at the end of each term.

Senior Leaders are responsible for:

- ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject;
- ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leadership team regularly;
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum, EYFS or P Scales guidance.
- supporting teachers in ensuring progress is being made towards individual pupils end-of-year targets at the end of each term

Monitoring, Moderation and Evaluation

The Headteacher and Senior Leadership Team will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

EYFS assessments are externally moderated in school every three years by the LA and teaching staff attend annual external moderation meetings when not receiving a moderation visit.

EYFS teachers can access moderation meetings in writing across the local cluster annually.

Our school improvement partner moderates our judgements on an annual basis.

End of Key Stage 1 and 2 assessments are externally moderated every four years by the Local Authority.

Year 2 teachers moderate reading, writing and mathematics internally throughout the year.

Year 2 teachers take part in a national No More Marking moderation on a yearly basis.

Year 2 teachers access external moderation and support across the CLP and external federations annually.

Year 6 teachers moderate reading, writing and mathematics internally throughout the year.

Year 6 teachers take part in a national No More Marking moderation on a yearly basis.

Year 6 teachers access external moderation and support across the CLP and external federations (where appropriate) annually.

Our school improvement partner moderates our judgements on an annual basis

P Scales assessments for those children with complex needs and working below National Curriculum Levels are moderated throughout the year.

For writing all other year groups (Y1, Y3, Y4 and Y5) take part in No More Marking which assesses writing alongside other schools nationally – A report is produced for each assessment and this is shared with stakeholders.

New strategies will be implemented, as appropriate, as a result of moderations, reviews and in response to statutory requirements.

Assessment Policy – Appendix 1

Summative Assessment

A snapshot of 'testing' which establishes what a child can do at a given time.

Strategy	Purpose
<p>Statutory Assessments:</p> <p>All pupils who turn 2 whilst in Nursery have a 2 year old progress check across prime areas of learning.</p> <p>All pupils in Early Years are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage.</p> <p>At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p> <p>All eligible pupils in Year One take the phonics screening check. Year Two pupils, who did not pass it the previous year, will be re-tested.</p> <p>Pupils results are statutorily reported at the end of Key Stage One and Key Stage Two through National Testing arrangements</p>	<p>EYFS data, KS1 and KS2 SATs provide a summative end of key stage attainment result.</p> <p>These are national measures against which to compare children's performance.</p>
<p>National Non-Statutory Tests:</p> <p>NFER Optional SATS for Years 3, 4 and 5 at the end of Autumn B and Spring B (Reading and SPAG) and Summer B (Reading, SPAG and Maths)</p> <p>White Rose Maths assessments take place 3 times a year at the end of each term, test Maths objectives linked to each year group from Y1 to Y6</p>	<p>These provide an opportunity for the school to keep track of pupils' progress and teachers' expectations and to enable schools to monitor progress through summative means at different points in Key Stage 1 and 2.</p>

<p>Termly Teacher Assessments: Staff in Nursery and Early Years make ongoing assessments using strands from Development Matters from 0-5 and this is recorded on to Insight tracker. Teacher assessments for Years 1-6 use National Curriculum Core expectations in Reading, Writing and Mathematics. They are collated at the end of each of the six terms. These are accessible via INSIGHT assessment tracker.</p> <p>In Specialist Provision Teacher Assessments are in line with mainstream and EYFS but also using P scales and Pre Curriculum levels. This is recorded on B Squared and collated 6X a year. We also use PLIMs (Personal Learning Intention Maps) to record progress in Life Skills.</p>	<p>We use this data to ensure all children are making expected progress and to identify gaps and strengths in children`s learning. We then ensure staff make adjustments to their teaching and/or identify interventions for the child/ren at the start of each term (6 terms)</p> <p>This data can then be verified by the End of Key Stage assessments of progress and attainment.</p>
<p>Phonics Tracker Termly Phonics tracking begins on entry in Early Years until the end of Year 2</p>	<p>This provides information and evidence for teachers and parents of progress towards and beyond Y1 phonic check</p>
<p>End-of-Year Teacher Assessments: EYFS assessment is Statutory and is presented as a Good Level of Development (GLD). Teacher assessments are made for pupils in all year groups using a culmination of the ongoing assessments, tests and data tracking, outcomes are shared with parents and the receiving teacher.</p>	<p>This provides information to parents and to the next year`s teaching team as well as providing ongoing information about the strengths and areas to develop in school.</p>
<p>Class Tests, Checks and Teacher Assessments: Used by parallel year group teachers within lessons (e.g. arithmetic, times tables, SPAG, phonic and spelling tests, reading tests, cold writes, NCETM mastery materials, P Scales).</p>	<p>These are designed to improve pupils` skills and establish what they have remembered or learnt so far.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide an overall attainment for all pupils in line with the P Scale/ NC Expectations. Each P Scale / NC strand in Reading, writing and mathematics will be assessed alongside the National Test data outcomes using the schools existing tracking system</p>	<p>This provides information to parents and next phases of education.</p>

Formative Assessment/Assessment For Learning

This is the day to day, ongoing assessments adults make, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving all our pupils in improving their learning.

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the EYFS, P Scales and National Curriculum.</p>	Ensures clear learning objectives, differentiation and appropriate delivery of the our Curriculums; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<p>Sharing learning objectives with pupils: Pupils know and understand what they are learning in each lesson.</p>	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<p>Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	Tracks progress diagnostically, informs the pupil of strengths and gaps and provides clear strategies for improvement.
<p>Observations: Quality observations across all areas of learning are used by teachers, key persons and support staff across Nursery, Early Years and Specialist settings.</p>	Builds up an accurate picture over time of each individual child. The observations are purposeful, informative and capture what the child/ren know, can do and are currently interested in. They demonstrate current stages of development.
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.
<p>Flexible us of TAs Providing targeted support for individuals, groups of learners who have identified gaps in their learning.</p>	All children have support to meet their expected outcomes.

The school tracks all children in mainstream from Nursery to Y6 using the INSIGHT TRACKING system.

This system grades children's achievement in KEY objectives across the curriculum using a 0 to 3 grading system.

- 0 – Taught but not understood
- 1 – Some evidence, but not yet secure
- 2 – Objective secured
- 3 – Working at greater depth

Depth

A grading is given to each child based on their individual average of the objectives they have been taught.

KEY to Depth	
0 – 0.9	Red = Below expectations in taught objectives
1– 1.7	Orange = Almost in line with expectations in taught Objectives
1.8 -2.3	Green = In line with expectations in taught Objectives
2.4 - 3	Blue = Above expectations in taught Objectives

This allows children to have key areas highlighted for future development and ensures that we aim for ALL children to achieve the best they can through careful tracking and intervention.

INSIGHT tracking averages are analysed alongside Y6 SATs outcomes yearly to ensure that children who achieve **Expected** in their SATs attain 1.8+ on INSIGHT tracker and children who achieve **Greater Depth** in their SATs attain 2.4+ on INSIGHT tracker to ensure accuracy of teacher assessment in line with end of key stage outcomes.

Mastery

Mastery is achieved in a subject when ALL of the objectives for that subject are met and the Average Score is 2.4 or higher. Scores higher than 2 are possible but mastery will not be achieved unless ALL the objectives are assessed at being In line with the taught objectives.

Specialist Provision

All pupils who are accessing learning within specialist provision or at a significantly lower level than their age expected level are tracked on Primary or Engagement Steps using BSquared Tracker.

Assessing across the EYFS

Pupils accessing learning across the EYFS curriculum are assessed within developmental age bands. Staff track all children against the EYFS statements using evidence to track them as Emerging, Developing or Achieving each statement.

At the end of the year they are judged to be 1) Emerging 2) Expected 3) Exceeding in each area of learning.

