

Assessment Policy

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Our Approach to Assessment

Formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book scrutiny to assess progress over a given period of time
- End of term progress assessments
- SEN Support Plan reviews of progress towards targets
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Summative assessment takes place at the end of a particular unit of work, and at the end of a school term and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following term's teaching, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. in science and maths
- End of term standardised tests, in reading and maths
- Unaided pieces of writing
- Annual reviews for children with an EHCP of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments (year 1)
- KS1 assessments (year 2)
- KS2 assessments (year 6)

Planning for Assessment

The National Curriculum and EYFS Curriculum, are used to support our teaching. We use AFL, Rising Stars Assessments, Sats (Y2 and Y6), Foundation Stage Profile, and teacher assessments to help us identify each child's attainment.

Lessons are planned with clear learning objectives. These plans are based upon the teacher's detailed knowledge of each child. All tasks set are appropriate to each child's level of ability, included in the planning are identified activities for different groups of pupils. Lesson plans make clear the expected outcomes/success criteria for each lesson.

Assessment plays an integral part of any lesson, it is what makes sense of our planning and teaching. Throughout each lesson teachers observe progress made and adapt/modify teaching and activities accordingly. We plan the learning and engage the children so they know what and how they are learning and why.

In order to enable pupils and teachers to use assessment for learning effectively teachers will:

- identify and share the learning objectives and success criteria of the lesson
- find out what pupils already know about the work
- give oral and written feedback on the work, against the learning objectives and offer advice on how to improve
- use appropriate questioning
- identify plenary activities that enable reflection on the learning process, use AFL questions wherever possible to support this process
- encourage pupils to evaluate their work against the learning objectives
- set individual targets for improvement which are clearly understood by the child
- raise pupil self-esteem through recognition and celebration of success
- make notes of those children reaching/exceeding objectives and change planning accordingly
- make assessment an integral part of all lessons by a range of means – using, previous assessment, discussions and show and tell activities e.g. number fans, letter fans, whiteboards to establish the level of learning and to build on this continually.
- set a positive climate for learning.

These are the important elements of assessment because they raise achievement. The other elements (testing, recording and reporting) are necessary to measure and track learning.

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

The assessment policy has been created in consultation with staff. The Deputy Head is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum sub-committee.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school.

How assessment outcomes are collected and recorded

For reading, writing, maths and science, statements relating to the curriculum for their year group are used by children and teachers to track progress. Whole class summary mark books are held by teachers on Classroom Monitor and used to track children's progress against objectives. The expectations for the year group are listed, with the pupil names at the top. As the pupils are exposed to the skill through teaching the pupils are assessed against the following criteria:

- Red (emerging) – the pupil shows little or no understanding of the skill taught when tasked independently
- Amber (developing) – the pupil has demonstrated the skill but has required support/scaffolding/prompting/reminding to use the skill effectively
- Green (secure) – the pupil has demonstrated independence and confidence in applying the skill to a number of tasks
- Blue (exceeding) – the pupil has demonstrated a greater depth of understanding, able to independently apply the skill to a range of different contexts

Teachers note these scores in a written form on the assessment trackers in the front of each subject book and electronically update them at least once a half term on Classroom Monitor. Classroom Monitor will calculate each pupil's progress and attainment over that year group as a percentage of the whole curriculum.

Teachers moderate within year groups, within and across key stages to ensure consistency.

Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Data for each year group and for identified groups of children is collected and analysed and presented using the following terminology:

- Significantly below age related expectations
- Below age related expectations
- At age related expectations
- Above age related expectations
- Significantly above age related expectations

This evidence is kept in Monitoring file and subject leader's files, as part of the monitoring process.

Accelerated Reader results are kept and monitored throughout the year and used to support and verify teacher assessment results in reading.

Writing is assessed termly against ITAFs and recorded on Classroom Monitor.

Foundation subjects are tracked and assessed against National Curriculum objectives in markbooks by class teachers on a half term basis. Data collected is analysed at the end of each phase.

All records of assessments completed are passed on to the receiving teacher/school. Teacher assessments are recorded on the school's tracking system.

Teachers keep a record of interventions carried out with groups/individuals – records are also kept for children receiving pupil premium funding. A termly analysis of progress is produced which enables the school to track the progress of individual children, groups and cohorts.

Pupil Progress Meetings

Pupil Progress meetings continue to take place termly to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or outside agency. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

To reduce teacher workload, numerical data is entered only at the end of each term. The assessment leader (Deputy Head) analyses data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the termly Pupil Progress meetings.

Information is shared and discussed with the Senior Leadership Team, and Curriculum sub-committee governors. At phase meetings, staff are updated on headlines of children's progress.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with parents at the autumn and spring Parents' Evenings and through end of year reports in the summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with EHCPs.

Phonics screening results, KS1 results and writing and science at KS2 will continue to be reported to the government. KS2 reading, maths and GPS will follow the assessment guidelines from the NCA.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what to do in order to show that learning has taken place, have opportunities for reflection and review their achievements. Children are supported in being able to describe their strengths and areas for improvement, by sharing with others their views and feelings. They reflect on their work by comparing it with success criteria and they see what needs to be changed for improvement to take place. Children are actively involved in assessment. Children use teachers' oral and written comments to recognise what they are doing well and to identify strategies for improvement. They need to clearly understand what to do in the short-term in order to improve. For information about written feedback please see the Marking Policy.

Target Setting

Targets are set for individual pupils across the school. Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and within Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at phase and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other cluster schools once a term. The implementation of the marking policy is discussed regularly, along with the importance of response marking.

Monitoring and Review

The Headteacher and Deputy Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers and pupils, scrutinising pupils' work, looking at records/reports and scrutinising teachers' planning.