

Assessment Policy



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

- P= personal**
- R= responsibility**
- I = in**
- D= delivering**
- E= excellence**

Frequency of Review: Yearly
Reviewed and Approved by: The Governing Body
Date: Spring 2022
Date of Next Review: Spring 2023
Reviewer: Nicola Davies, Emma Severn, Sam Arnold, Alan Hughes

Signed:  (Chair of Governing Body) Date: 29/03/2022

Assessment Policy

Our Aims and Values for Assessment

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting these to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

As schools, we are committed to continually developing a range of assessment practices which ensure that each individual pupil is nurtured and challenged as a learner.

We will support them to be successful learners.

The Principles of assessment:

To ensure that:

- assessment is a continuous process which is integral to teaching and learning
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessments without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used that include 'day-to-day' in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

The 3 broad types of assessment used are:

- **Formative Assessment** - This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It identifies next steps for the class, groups of pupils or individuals as appropriate.
- **Summative assessment** - This is used to evaluate how much a pupil has learned at any given point in time – it provides a judgement.
- **Nationally Standardised Summative Assessment** - This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

The Tools we use to assess are listed in **Appendix 2** – Assessment Tools

Assessment is an essential and influential part of pupils' learning; we use it to:

- Show pupils that we value their work
- Provide motivation to pupils via regular feedback
- Inform pupils about what they are doing well and their next steps in learning
- Inform future planning through teachers' engagement with data
- Inform individual and group target setting
- Provide regular opportunities for retrieval to review the retention of key knowledge

Assessment supports staff to:

- Identify pupils not making anticipated progress or making above average progress through a data delving analysis process and allows staff to action plan accordingly
- Enable continuity and progression through the school years, as assessments are passed between members of staff in year groups
- Provide accurate information to share with parents
- Provide clear and appropriate feedback to pupils to support them in making better progress
- Understand where pupils' knowledge retention requires adjustments to the planning and provision

Assessment supports leaders and Governors to:

- Make realistic, but aspirational targets for year groups
- Understand the progress and attainment across school and highlights the strengths and areas requiring improvement to inform school developments
- Understand the impact that Covid 19 and the school closures have had on pupils and how the school has responded to the national crisis.
- Provide appropriate and responsive CPD to further develop the school pedagogy

Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are progressing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.
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This type of assessment is embedded across all lessons – in all subjects.

Feedback and Marking:

Effective assessment provides information to improve learning and teaching. We believe it is important to give our children immediate feedback, in the form of 'on the spot' marking so that they understand what they are doing well, what it is that they need to do better and ensure all pupils make progress within the lesson.

Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher which pupils may require a pre or post teach session, what to focus on in future lessons and prompts them to adapt their teaching approaches to improve pupils' understanding and learning progress.

Strategies used will vary according to the subject and learning intention– for example:

- Questioning
- Written and verbal feedback of children's work
- Marking Sheet
- Observations
- Pupil self-assessments
- Peer marking
- Discussions with pupils

Summative Assessment (Years 1 to 6):

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to secure pupil progress and attainment
- **Teachers** to evaluate the learning of their class at a given point
- **Pupils** to understand how well they have remembered and understood their learning. It should be used to provide feedback on how they can further improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child

Each term teachers use wide a range of evidence to draw upon to develop a comprehensive picture of where our pupils are currently working in relation to age related expectations. For the core subjects teachers use termly Cornerstone Assessment Papers alongside the learning pupils display in class to make a summative teacher assessment. These summative assessments are recorded on an Excel spreadsheet which allows senior leaders to analyse and action plan from.

At key points of the academic year we use the class teacher summative assessment to indicate if a pupil is working below the expected standard for that point in the year, at the expected standard or exceeding the expected standard.

Senior leaders carefully track the attainment and progress of year groups and different groups of learners within the school. This information is used to help inform school improvement in order to raise standards.

Summary overviews of data are shared with governors to enable them to hold leaders to account.

This academic year, alongside our Curriculum developments we are developing a Teacher Assessment tracker for the Foundation Subjects to enable teachers, subject leaders and senior leaders gain an understanding of how pupils learn and remember the subject specific knowledge and skills.

This development is part of the School Improvement Plan for this academic year.

Nationally Standardised Summative Assessment:

Effective Standardised Summative assessment enables:

- **School leaders** to monitor the performance of pupil cohort and make comparisons to previous year and National data and try to look at what is required to ensure pupils make good progress and attain at or above the National Standard
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and Parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. This includes:

- ✓ **Reception Baseline Assessment (RBA)** – This is an assessment that is carried out within the first 6 weeks of pupils starting school. It assesses pupils' starting point in language, communication, and literacy and mathematics. The summary statements that it produces can be used to inform teaching within the first term. The data will only be used at the end of year 6 to form the school-level progress measure.
- ✓ **End of F2 EYFS profile** – all pupils are assessed against the Early Learning Goals as either meeting the Expected Standard (Expected) or not yet meeting this level (Emerging)
- ✓ **Phonics Screening Check** - This check demonstrates how well a pupil can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each pupil is scored against a national standard – pupils who do not meet the expected level in Year 1 are given extra phonics support and then resit the test near the end of Year 2.
- ✓ **Multiplication Tables Check** is to determine whether pupils in Year 4 can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- ✓ **End of Key Stage 1 tests** - All pupils, if able, sit the following tests at the end of Year 2:
 - *Reading*
 - *Grammar, Punctuation and Spelling (GPS)*
 - *Mathematics*
 - *Writing (teacher assessment)*
- ✓ **End of Key Stage 2 tests** - All pupils, if able, will take the following tests at the end of Year 6:
 - *Reading*
 - *Grammar, Punctuation and Spelling (GPS)*
 - *Mathematics*
 - *Writing (teacher assessment)*

At the end EYFS (F2) pupils at the expected standard in all areas are given the GLD and at the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. We also use the Primary Progress measures to compare the results of our pupils to the actual achievements of other pupils nationally with a similar prior attainment.

The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

Please see **Appendix 1** for our Assessment Timeline

Observation, Assessment and Recording in the Foundation Stage

The main purpose of assessment in the Foundation Stage is to identify what each child knows, understands and can do, in order to plan a curriculum in which learning opportunities and teaching strategies are matched to the needs of the pupils.

Assessment strategies will be governed by the way in which young children learn. We believe that children in the Early Years learn most effectively when they are actively involved in first-hand experiences and so continual informal observations will form the basis of assessment procedures. Our assessment strategies also enable us to monitor and evaluate the effectiveness of the curriculum provided and to allow for flexibility and change.

Our recording of a child's progress and development is through the process of observing, recording and celebrating achievements and significant steps in learning against the Development Matters Stages, through our online evidence programme Evidence Me. This allows staff to identify next steps in learning to ensure all children make progress.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

A range of assessment tools are in place for pupils with Special Educational needs to identify small gaps in knowledge and to assist in action planning in an 'assess, plan, do, review' cycle. These assessments include B-Squared Progression Steps, including the ASD strand and Boxall profiling. Ongoing assessments inform future planning, ensures that the provision is current and matches the individual needs of the pupils. Pre-Key stage assessments and Engagement scales are used where appropriate.

Reporting to parents / Carers

Parents are invited to two consultation sessions each year, these give teachers and parents an opportunity to discuss the attainment and progress of the pupil, their next steps and how they can support their child at home, what support they are receiving in school and also an overview about the child's behaviour and attitude to learning and attendance. A written report is also provided for parents as a record.

There are occasions where teachers and parents may suggest meeting on a more regular basis and review progress particularly where concerns are expressed and / or where a child has been identified for SEN, using the code of practice. A written Pen Portrait document is also provided for parents to explain their child's provision.

At the end of each academic year, teachers produce an end of year report of each child's progress to the parent.

The report has several purposes:

- To inform the parents as to the work that their child has covered throughout the year.
- To inform the parents of their child's academic progress.
- To give the child points to work on and improve in the coming year.

- To comment on the child’s social skills and personal improvements throughout the year.

The parents have an opportunity to discuss this report with their class teacher should they wish to.

Monitoring

Data Interrogation Procedures:

We use a range of Data Interrogation Procedures to secure accountability for the progress and development of all our pupils. These consist of:

✓ **Data Delve**

After the assessment tracking point, senior leaders review the summative assessments and these are then shared with staff. The data is then reviewed in detail to identify successes, barriers and next steps for individuals and groups of learners.

✓ **Pupil Progress Discussions**

Pupil Progress discussions enable the class teacher, the senior leaders (incl. the inclusion team) to meet to analyse the summative assessments and to plan appropriate targets and support.

✓ **Governor Achievement and Challenge Committee**

Governors meet with staff / senior leaders to discuss the summative assessment outcomes and relevant action plans. As a result, Governors effectively hold staff accountable for pupil attainment and progress.

Moderation

We have a number of staff who are or have been selected as external Moderators for the Local Authority. This involves visiting other schools assigned to them by the LA and moderating the teacher judgements against the exemplar documentation.

Staff trained as moderators, facilitate moderation sessions for other schools within the family of schools, within the Minister Teaching Alliance and also support staff across the collaboration to ensure Teacher Assessment judgements are accurate.

Related Policies

This assessment policy is linked to:

- Curriculum Statement
- Teaching & Learning Policy
- Early Years Foundation Stage Policy
- Special Educational Needs Policy

All systems we use are compliant with the General Data Protection Regulations and are used in accordance with our policies and procedures.

Acceptable Personal Use
Data Protection
Security Measures

Data Handling Security
Retention Schedule
Photographs and Video use Policy

Appendix 1: Assessment Overview & Timeline

Assessment	Who	When
Formative assessment using the appropriate tools as listed in appendix 2	F2 KS1 KS2	Ongoing
Formative assessment of EYFS Development Matters	EYFS	Ongoing
Cornerstones Assessment papers: <ul style="list-style-type: none"> ➤ Reading ➤ SPAG ➤ Maths ➤ Arithmetic 	KS1 KS2	Termly
Individual phonics assessments	EYFS KS1 (Plus. Identified KS2 pupils)	Termly
B-Squared assessment	Identified SEND pupils	Termly
Boxall Profile	Identified pupils	Pre & post intervention
Teacher Assessment – Summative assessment of Core Subjects	KS1 KS2	Twice annually
Teacher Assessment – Summative assessment of Non - Core Subjects	KS1 KS2	Twice annually
Speechlink / Language link	EYFS / Y1 / Y2 / Y3 / Y4	Beginning of EYFS, Y1, Y2 and Y3 and ongoing
Every Child a Talker (ECAT) – Language and communication assessment tracker	F1	Termly
Classroom based formative assessments through tools such as: <ul style="list-style-type: none"> ✓ Times Tables Rockstars ✓ Test Base ✓ Spag.com ✓ Times table superhero tests ✓ Arithmetic tests ✓ Spellings 	Y1 – Y6	Ongoing
Statutory Assessment: Y6 statutory SATs Maths and English	Year 6	May
Statutory Assessment: Y2 SATs and teacher assessments	Year 2	May
Statutory Assessment: Phonics Screening	Year 1 and also Year 2 resists	June
Statutory Assessment: F2 Early Learning Goals	F2	May / June
Statutory Assessment: Multiplication Test	Y4	June

KS1 – KS2

EYFS

Autumn 1 - 2021

- **Formative assessment**
- **Cornerstones Assessment**
- **SpeechLink & LanguageLink (Y1, Y2, Y3)**

- **F2 Statutory Baseline Assessment**
- **Formative assessment**
- **SpeechLink**
- **ECAT**

Autumn 2 - 2021

- **Formative assessment**
- **Individual phonics assessments (KS1)**
- **Summative Teacher Assessment (Core Subjects)**

- **Formative assessment**
- **Summative Teacher Assessments against Development Matters**

Spring 1 - 2022

- **Formative assessment**
- **Cornerstones Assessment**
- **Summative Teacher Assessment (Non- Core Subjects)**

- **Formative assessment**

Spring 2 - 2022

- **Formative assessment**
- **Individual phonics assessments (KS1)**
- **Summative Teacher Assessment (Core Subjects)**
- **Summative Teacher Assessment (Non - Core Subjects)**

- **Formative assessment**
- **Summative Teacher Assessments of Development Matters**

Summer 1 - 2022

- **Formative assessment**
- **KS1 Statutory Assessments (Y2)**
- **KS2 Statutory Assessments (Y6)**

- **Formative assessment**

Summer 2 - 2022

- **Formative assessment**
- **Cornerstones Assessment (Y1, Y3, Y4, Y5)**
- **Individual phonics assessments (EYFS & Y2)**
- **Statutory Phonics Screening (Y1 & Y2 rechecks)**
- **Summative Teacher Assessment (Core Subjects)**
- **Summative Teacher Assessment (Non - Core Subjects)**
- **Multiplication Check (Y4)**

- **F1 Summative Teacher Assessments against Development Matters**
- **F2 Statutory ELG Teacher Assessments**

Appendix 2: Assessment Tools

Assessment Tool	Purpose	Target Year group
Classroom Monitor by Prime Principle Ltd	Our main assessment platform for recording formative assessments	F2 – Y6
iPEP by I PE Planner	PE formative assessments	F2 – Y6
PE Hub (New platform as of 2022)	PE formative assessments	F2 – Y6
Cornerstones	Core subject assessment papers and analysis	Y1 – Y6
Evidence me by 2 Simple	EYFS formative assessment	F1 & F2
Boxall Online	Assess SEND pupils	Y1 – Y6
B-Squared Online	Assess SEND pupils	Y1 – Y6
Dyslexia test by GL assessment / Dyslexia Screening Test (DST)	Screening check	Identified pupils
Dyscalculia test by GL assessment	Screening check	Identified pupils
Strengths and Difficulties Questionnaire for Looked After Pupils	Screening check	Identified pupils
Sensory Audit Tool for pupils with sensory needs	Screening check	Identified pupils
SpeechLink & LanguageLink assessment tool	Speech and Language assessments and tracker	Beginning of EYFS, Y1 Y2 & Y3
Microsoft Office 365 (Excel, Microsoft forms etc)	Analysis of our summative data Other elements of formative assessment	F1 – Y6
Times Tables Rockstars	Ongoing formative assessment of timetables	Y1 – Y6
Test Base	Ongoing formative assessment resource	Upper KS2
Spag.com	Ongoing Formative assessment of Spelling, Punctuation and Grammar	Upper KS2
ScholarPack	Record holder of each child's end of Key Stage assessments	Whole school