Assessment Policy

Contents:

Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

Signed by:

Miss S. Price   Headteacher   Date: June 2021
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Dr. R. Grinsted   Chair of governors   Date: June 2021
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1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA (2019) 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2019) 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2019) 'Key stage 1 teacher assessment guidance'
- STA (2019) 'Key stage 2 teacher assessment guidance'

1.2. This policy operates in conjunction with the following school policies:

- **Marking and Feedback Policy**
- **Early Years Foundation Stage Assessment Policy**
- **Special Educational Needs and Disability Policy**

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

2.2. The headteacher is responsible for:

- Monitoring the performance of the SLT.
- Supporting the SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.

2.3. The SLT is responsible for:

- Setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, work scrutinies, pupil voice and outcomes.
- Championing and celebrating high-quality teaching and assessment.
- Ensuring there is a common understanding of what good and outstanding assessments look like.
- Promoting and facilitating the sharing of good practice.
- Discussing the use of assessment with subject leaders during SLT meetings.
- Monitoring the accuracy of assessment information.
- Tracking the attainment and progress of pupils over time.
- Ensuring that the curriculum is meeting the needs of pupils.
- Liaising with the subject leads regarding pupils' progress.
- Using assessment data for core subjects to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- Evaluating the impact of assessment on standards.
- Ensuring appropriate interventions take place when pupils are underperforming.
- Supporting staff who are not reaching the expected teaching standards.
- Ensuring that staff engage with training and other procedures for moderation.

2.4. Subject leaders are responsible for:

- Ensuring that data from transition points is used to enable pupils to build on prior learning.
- Ensuring that lesson plans have assessment opportunities as an integral part of teaching and learning.
- Using learning walks, lesson observations, work scrutinies, pupil voice feedback, and feedback from classroom teachers and teaching assistants to monitor and improve standards.
- Regularly sampling pupils' work to ensure quality and consistency, and to implement strategies for improvement.
- Coaching teaching staff as required.
- Ensuring that marking follows expectations.
- Providing appropriate exemplar materials where appropriate.

- Acting on data to ensure maximum impact.
- Monitoring and measuring the impact of intervention strategies.
- Monitoring feedback from reports and acting on the feedback provided.
- Liaising with classroom teachers and communicating to teachers any concerns regarding assessment.
- Planning and developing schemes of work that effectively utilise assessment.
- Celebrating and rewarding success.

2.5. Classroom teachers are responsible for:

- Pupils' progress in their classes.
- Assessing and marking pupils' work in line with the school's Marking and Feedback Policy.
- Self-evaluating their subject knowledge, understanding of educational initiatives, and the quality and effectiveness of their teaching and classroom management.
- Ensuring that the use of interventions and differentiated support is recorded appropriately.
- Ensuring that assessment data is accurate and reliable.
- Planning for, and effectively deploying, classroom support staff.
- Using assessment data as a diagnostic tool to inform planning.
- Using assessment data to differentiate learning to match pupils' needs.
- Using their analysis of marking and assessment data to develop intervention strategies where appropriate.
- Stimulating pupils' learning by focussing on areas of development identified through assessment.
- Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.
- Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
- Using the expertise of, and feedback from, LSAs to inform teaching and assessment.
- Celebrating and rewarding success.

2.6. LSAs and 1:1 support workers are responsible for:

- Gathering and submitting assessment data as required, either verbally or using written templates.

2.7. Pupils are responsible for:

- Being ready to learn.
- Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
- Asking for help when needed and accepting support from others where offered.
- Reading their teachers' comments and acting on them.
- Understanding the targets set and working hard to achieve them.

2.8. Parents are responsible for:

- Encouraging their child to reach the targets set by the school.
- Contacting the relevant member of school staff where any issues or concerns arise.
- Checking and signing reading diaries.
- Attending parents' evenings.

3. Assessment for learning

3.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Assessment methods/materials

3.2. Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
- Checking understanding as a group and as individuals for example, teacher poses a question and then children respond using whiteboards to demonstrate their understanding
- Targeted questioning to determine how secure pupils' understanding is, or to elicit a deeper response
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
- Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners

- Coaching pupils using verbal feedback to guide them, to model and to prompt improvement

- Providing verbal and written feedback to pupils that is supportive, developmental and which is closely matched to their learning needs

- Assessment of exemplar work of different levels

- The use of assessment criteria and examination materials

3.3. Termly tests in phonics, spellings and times tables may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and help to inform planning and interventions.

3.4. Pupils receive timely verbal/written feedback on their progress.

Planning for assessment

3.5. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

3.6. Lessons contain clear learning objectives, based on the teacher's detailed knowledge of the class. We strive to ensure all tasks meet the needs of all pupils.

3.7. Teachers assess pupils' progress in relation to the planned learning objectives, and set the next steps to show how they can achieve the aim.

Reporting

3.8. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

3.9. We provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and how they are progressing.

3.10. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

3.11. We give parents the opportunity to discuss their child's progress by appointment.

3.12. We publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths

- Average 'scaled scores' in reading and maths

- The percentage of pupils who achieved the expected standard or above in reading, writing and maths

- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

3.13. We will provide a link to our performance tables on our school website.

3.14. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

3.15. Reports for pupils at the end of KS1 will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.

- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

KS2

3.16. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.

- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.

Moderation

3.17. Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross-phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

4. Baseline assessment

4.1. Strategies for baseline assessment include:

- Use of past national curriculum tests.

- Assessing pupil progress over the first six weeks that they are enrolled.

4.2. Pupils' speech and language are assessed during their first few weeks in Early Years. Any pupil with significant speech and language difficulties is referred to a speech and language therapist. Pupils who scored below expectations are closely monitored and assessed regularly through an intervention programme.

5. Formative assessment

5.1. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

5.2. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

5.3. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.4. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

5.5. Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

6. Summative assessment

6.1. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

6.2. Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments take place.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

6.3. Methods of summative assessment include:

- Statutory assessments (see Appendix 2)

7. EYFS

See specific EYFS assessment policy

8. Assessing pupils with SEND

8.1. Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil.

8.2. Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

8.3. Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.
- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.

8.4. High expectations are held for pupils with SEND and SMART targets are set within their PPPs.

8.5. When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.

8.6. If a pupil has a disability that prevents them from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.

8.7. Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but **assessment standards are never compromised.**

8.8. If a pupil cannot demonstrate attainment of a learning goal with reasonable adjustments in place, the learning goal can be excluded from the teacher assessment judgement – teachers will use their professional discretion when making such judgements.

8.9. During **termly** review of PPP targets, teachers meet with the SENCO to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

9. Reporting to parents

9.1. An annual report to pupils' parents will be sent in the summer term and opportunities for parents to discuss the report with their child's teacher will be available.

9.2. The report will cover the pupil's achievements, general progress, attendance record, results from any national curriculum tests and outcomes of teacher assessments.

9.3. The annual report will be placed on the pupil's educational record.

9.4. If a pupil changes school before the end of the academic year, the receiving school will write their annual report, having received the necessary information from the pupil's former school.

10. Record keeping

10.1. The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.

10.2. Educational records are maintained and disclosed to parents at their request.

10.3. The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

10.4. When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

10.5. The school's Data Protection Policy will be followed at all times.

11. Monitoring and review

11.1. This policy will be reviewed annually by the headteacher.

11.2. Any changes to this policy will be communicated to all members of staff.

11.3. The next scheduled review date for this policy is June 2022.

Appendix 1

Summative Assessment procedures at St John's Primary Academy

Summative assessments will be made three times per year, at the end of each term. In Nursery and Reception, assessments are made against the Development Matters criteria. In KS1 and KS2 staff use Assessment Grids for Writing and Maths to make their assessment judgements.

During the term, staff collect evidence of pupils' attainment using Assessment for Learning opportunities, and use this evidence to make a judgement on the performance of each child against national expectations, applying a 'best-fit' judgement to describe the stage that the child is working at (Working Towards, Expected, Greater Depth).

These judgements are moderated by staff in termly moderation meetings where teachers 'present' their evidence to ensure that judgements are consistent across year groups and key stages.

Teachers' judgements are then recorded in the class assessment spreadsheets, and this information is collated across the cohort, and summary information about numbers of pupils in each group working at each stage is generated. Phase/subject leads and class teachers then use this information to identify groups and individuals who may need short term interventions, or to identify specific areas or learning objectives that need to be covered or revised.

Appendix 2

Statutory Assessment

Throughout their Primary school career, pupils will experience a number of statutory assessment points; these assessments are made to provide a judgement on where children are with their learning and to gather information on the performance of the school.

These assessments are made at the following points:

Reception Baseline Assessment (RBA). The reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL) that is delivered in English. It is clearly linked to the learning and development requirements of the Early Years Foundation Stage (EYFS).

EYFS Profile. The EYFS profile summarises and describes children's learning and development at the end of the EYFS. It gives:

- the child's outcomes in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Year 1 Phonics Screening. This assesses children's ability to decode words using segmenting and blending strategies. Children who do not achieve the expected standard in the summer term of Year 1 will receive further phonics teaching and intervention, and will retake the phonics screening in the summer term of Year 2.

Key Stage 1 Tests and Teacher Assessment at the End of Year 2. Children sit tests in English Reading, English Grammar, Punctuation and Spelling, and Mathematics. Staff also record a teacher assessment for Reading, Writing, Maths and Science to reflect each child's attainment against age-related expectations at the end of Year 2; the outcomes from the KS1 tests help inform teacher assessment judgements and these are reported to parents at the end of Year 2.

Year 4 Multiplication Tables Check. This is an online test which is completed in the summer term of Y4, to check the quick recall of multiplication facts and associated facts up to 12 x 12.

Key Stage 2 Tests in English Reading, English Grammar, Punctuation and Spelling and Mathematics. Children sit a prescribed timetable of tests in May and receive a raw score and a scaled score for English Reading, English Grammar, Punctuation and Spelling and Mathematics. A scaled score of 100 is the expected score, and shows that a pupil has met national standards. This information is used to compare their progress with progress of similar peers nationally.

Teacher Assessment of English Writing is made using evidence from writing outcomes. Further to this, a Teacher Assessment is made for Science in relation to children's attainment across the KS2 curriculum.