



Dream Believe Achieve

Assessment Policy



Reviewed - September 2020

Next Review – September 2021

Policy Aims:

- To gain knowledge of children's abilities in order to inform and guide future provision and provide reliable information to teachers, children, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Learning and Teaching Policy and the Inclusion Policy.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves child attitudes and responses;
- Understood by all involved
- Enables the active involvement of children in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes child self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the children
- Provides information to ensure continuity when the children change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks child performance and in particular identifies and enables effective actions for those children at risk of under-achievement
- Is integral to lesson planning and results in child progress / attainment
- Provides information, which can be used by parents or carers to understand their child's strengths, focus areas and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / children / governors and parents in an appropriate format or formats

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against the National Curriculum and specific learning objectives and/or targets identified by the school.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives*
- *Marking in accordance with the school Feedback and Marking Policy*
- *Teacher assessment of children's' performance on task*
- *Teacher observation of children's*
- *Teacher / child discussion and questioning (including higher order questions)*
- *Child self-evaluation – see the Feedback & Marking Policy for details about how children are involved in assessment*
- *Peer evaluation*
- *Teacher assessment of children's written work*
- *Childs' performance in formal assessments*

DIAGNOSTIC

- Identifies particular strengths and areas for development.
- Provides information to structure intervention / additional support.
- Informs PiPS / EHC Plan
- Informs teachers' planning.

SUMMATIVE

Formal summative assessments occur in line with the whole school yearly calendar (Appendix 1). They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for reading, writing and maths are recorded on to the school tracking system.

Using the outcomes of assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis on a termly basis to ensure that the school is on track to meet at least national expectations (progress and/or attainment) or are making accelerated progress to narrow the gaps.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of each term **STEP BACK**; look at the assessments, review knowledge of children and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a child at this age and time of year?
- At the end of each term repeat best fit judgement but remember the highlighted key indicators needed (Target Tracker statements.)
- Teachers make "best fit" judgements using formative and summative evidence. Each year group is divided into six step judgements. Beginning, Beginning +, Within, Within +, Secure, Secure +.

Judgements are:

Beginning: Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year. Children working above ARE in the Autumn Term would be **Beginning +**.

Within: Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in the Spring Term. Children working above ARE in the Spring Term would be **Within +**.

Secure: Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year. Children working above ARE at the end of the year would be **Secure +**.

Whilst we acknowledge that children do not all make progress at the same speed or time we expect children to make at least 6 steps progress across the year. Children who are at risk of underachieving or are below Age Related Expectations (ARE) are given aspirational targets of 7 or more steps and interventions are put in place.

It is *possible* that one specific Key Performance Indicator (KPI) is holding a child back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the child having achieved a KPI. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings (including children working at above age related expectations).

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress meetings with a member of the SLT (termly)
- The Target Tracker – step judgements updated termly.
- The Target Tracker – statements updated at least weekly
- Monitoring children's work by subject leaders
- Interviews with children by subject and assessment leaders

- Walk-throughs with a focus
- Lesson observations

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with children

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.
- During advisor visits

When moderating, teachers use school generated exemplification documents, which include nationally generated materials, school portfolios and other published materials.

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Information held on trackers
- Pupil progress meeting records
- SEND information
- The EYFS profile
- Core subject specific trackers i.e. common exception words/ times tables.

REPORTING

The school reports on child performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of child progress, attitude and commitment in order to fully involve them in the education of their child.

- A End of Year written report, completed by the class teacher and endorsed by the Headteacher is sent to parents in July. In addition, interim reports are sent to parents at the end of the Autumn and Spring terms.
- Verbal reports are given to parents 3 times a year at parent's evening and at any given time when requested by the parents.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, Phonics, KS1 and KS2 are reported to parents.

Reporting to governors: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups and categories (e.g. disadvantaged) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to ASP, IDSR and LSIP pages.

Reporting to the LA/DFE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At Whittlefield School this involves:

- All teachers have access to other year groups on the Target Tracker.
- Transition staff meetings
- Transition reports sent to the new setting for children leaving the school other than at the end of KS2.
- SEND transition meetings with new settings
- SEND / Vulnerable meetings between SENDCo/ PSM and CT

See also Transition Policy.

REVIEW OF THE POLICY

This policy will be reviewed annually in June

AGREED BY:

Governor: Date: September 2020

SEE ALSO:

Feedback & Marking Policy

EYFS Policy

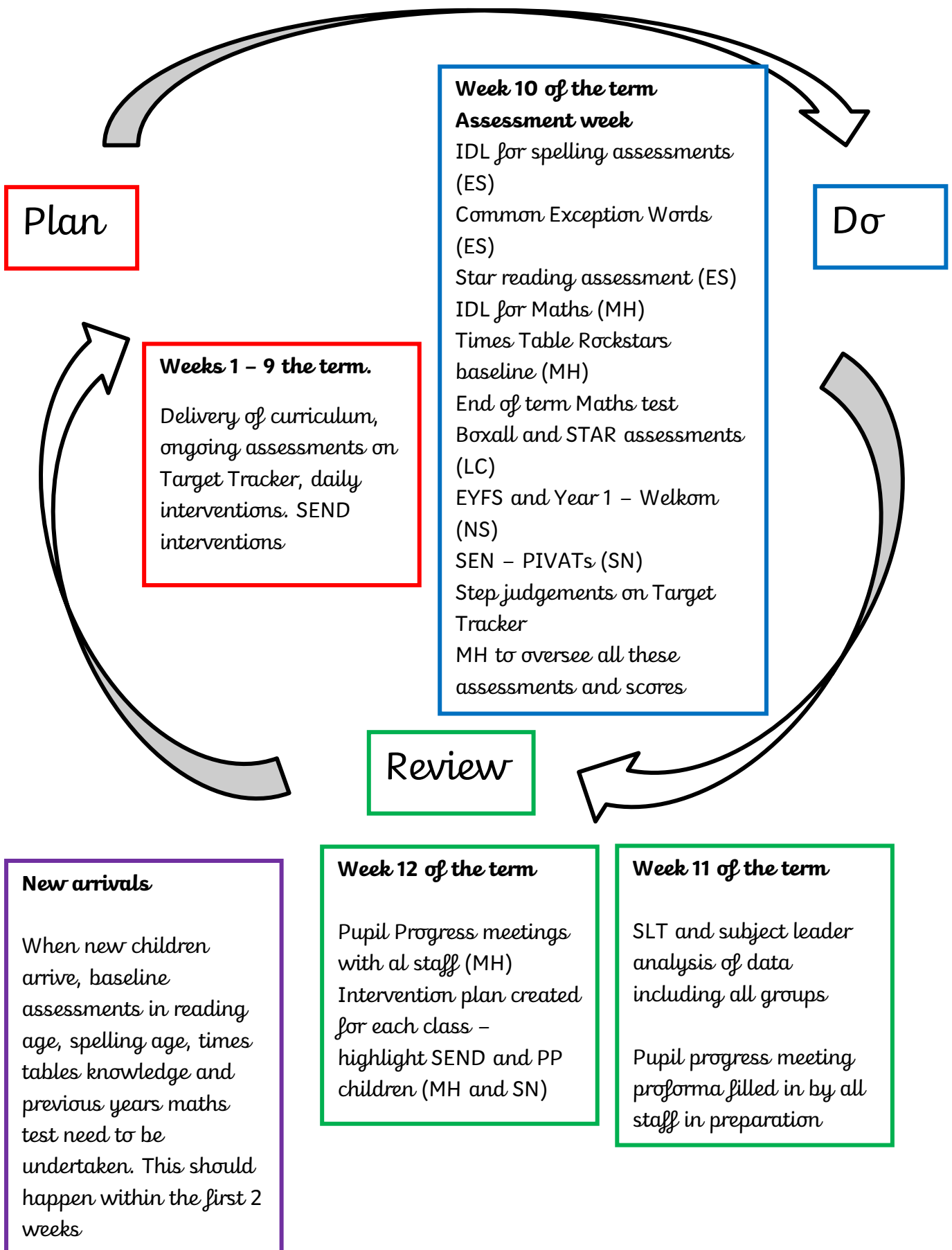
Learning & Teaching Policy

Inclusion Policy

List of abbreviations

IEP	Individual Education Plan
EHC	Education, Health and Care Plan
SLT	Senior Leadership Team
EYFS	Early Years Foundation Stage
TA	Teacher Assessment
NC	National Curriculum
KLIPs	Key Learning Indicators of Performance in Primary Schools
TT	Target Tracker
LA	Local Authority
DfE	Department of Education
KS1/2	Key Stage 1 or 2
PP	Pupil premium
SL	Subject Leader
ASP	Analyse School Performance
IDSR	Inspection data summary report
LSIP	Lancashire School Information Profile
PSM	Pupil Support Manager

Assessment Schedule – 12-week programme



ROLES AND RESPONSIBILITIES

SAC Committee

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Headteacher and Assessment Lead

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

SLT

- Monitoring the performance of teachers and overview of assessment
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/child books / observations etc.
- Hold teachers to account for performance in their subject area

Teachers

- Operate within the assessment time frame
 - Meet or exceed the targets set for each child
 - Record and analyse child/ group results
 - Highlight areas to celebrate and to address ready for pupil progress meetings
 - Prepare for pupil progress meetings
 - Plan for timely intervention where needed and report impact
 - Record results ready for input onto the TT
- Aware of the impact of their performance upon the whole school