

# Assessment Policy

Revised: April 2024

To be reviewed: April 2027

**Assessment is the means by which the progress, skills and knowledge of pupils is monitored and tracked.**

## Why do we assess?

To define each learner's ability: what the pupil knows, understands and can apply.

- To gain as full an understanding as possible of each learner's skills level: what the child can do.
- To gain a full understanding of the progress made by each learner
- To gain an awareness of the steps needed to continue progress of both skills and knowledge and to help these steps occur

To enable teaching staff to plan and deliver learning opportunities which will ensure progression for learners.

- To gain an understanding of the efficacy of teaching strategies
- To ensure continuity and progression throughout the school
- To reveal pupils' strengths and weaknesses.
- To enable teachers to plan and deliver learning that is appropriately challenging to pupil's attainment.
- To communicate accurate information about the learner that is useful to teachers, pupils, parents, and other educational agencies.
- To communicate accurate information about the learner that is useful to teachers, pupils, parents and other educational agencies.
- To ensure early identification of pupils with SEN or more able

## How do we assess?

### Strategies for assessment

- Observation - watching the children on task.
- Working with guided groups
- Listening to, questioning/discussions with the children.
- Photographing and recording.
- Examining children's written/recorded learning.
- Marking children's learning.
  - Target setting and attainment
  - Assessment notes for future planning
  - Assessment for learning marking – next steps, scaffolding
  - Traffic light cards/discs/assessments spots against WALTs – assessment for understanding

- Self/peer assessment
- Formal testing.
  - Comparison of pupil's skills and knowledge against end of year expectations through scrutiny of learning every term
  - Work scrutiny and book trawls

## **Summative Assessment**

### *Assessment of learning*

Pupil progress in every class is tracked electronically using Target Tracker software. This software is updated towards the end of each term following our termly assessment weeks. On Target Tracker each year group is broken down into 6 steps and the expectation is that each pupil will make a step of at least 1 each half term; this will equal good progress. If a pupil makes 7 steps + this is seen as outstanding progress.

EYFS pupils' data is recorded through learning statements and early learning goals. (See EYFS Assessment Policy)

It is the responsibility of the class teacher to ensure that the data on each pupil remains up to date and that data is entered efficiently, clicking the correct steps.

## **Early Years Foundation Stage**

Our assessment techniques follow the principles of the Early Years Foundation Stage Learning and Development Requirements. The progression of learners along the Early Years Foundation Stage profile is recorded at three points throughout the year; October, February and June. At each stage the class teacher for each separate cohort of children compiles a percentage chart. This allows clear comparison of groups and an overview of progress being made across the seventeen areas of learning, Prime and Specific.

At the end of the final term in the Early Years Foundation Stage the EYFS Profile is compiled. Each pupils emerging, expected or exceeding. This is completed in the final term of the year in which the child reaches the age of five and no later than 30 June in that term.

The FS profile is an important document in providing the Year 1 teacher with a fully rounded picture of each learner and is therefore a very valuable document, which is read thoroughly by the Year 1 teaching staff. The school leadership team also require tracking data on our pupils to monitor progress and to ensure that our standards remain high.

## **Key Stage 1 and 2**

Towards the end of each term an assessment week is held. During this week all pupils are formally assessed in reading, writing, grammar, punctuation and spelling, science and maths (except for Year 1 in the Autumn term – Target Tracker statements are used to teacher assess these children). During assessment week every child in the academy sits the same tests. This ensures that the results are comparable with the rest of the schools in the Trust. Year 6 and 2 pupils currently use previous SATs papers.

## **Assessment Week Tests**

### **Build up:**

There should be some revision before each test. This is not a case of giving the children the answers, but reminding them of the work they have done, so that they are in the right frame of mind going into the test. Test techniques should also be covered during this time. This could be done in the first part of the day. The children would then sit the test more focused and prepared.

### **Sitting the Tests:**

The KS2 SATs timetable is used as a guide for when to sit the tests. Children who require extra time are given extra time and children who need scribes are given scribes. Teachers discuss with senior leaders and use the KS2 access arrangements document when identifying children who need extra time.

Assessment Leaders are responsible for monitoring how the tests are being delivered and, along with members of SLT, ensure that the instructions found in the KS2 test administration guidance are followed. The tests should be completed in a supportive manner. Younger children especially should be reassured throughout the process. The tests can be done in small groups if necessary as long as the children do not discuss the contents of the test with children sitting it later.

### **After the Tests:**

Test analysis is completed to make sure that gaps in learning are identified and then filled.

## **Statutory Assessment Tests (SATs) for Year 2 and 6**

Pupils in Year 2 take part in the KS1 SATs for reading, writing, grammar, punctuation and spelling and maths during the month of May/June. These follow the arrangements set out in the Assessing and Reporting Arrangements each year (Found at [www.gov.uk](http://www.gov.uk)). The Year 2 teachers mark these tests and use these together with their own teacher assessment data to award an outcome which is either below, expected or exceeding. This data is reported to the LA and to parents.

Pupils in Year 6 take part in the KS2 SATs for reading, grammar, punctuation and spelling and maths during a specific week in May. These tests are marked externally and the results reported to the school and LA.

## **Science**

Each science topic is introduced with a review to assess pupils' knowledge on the subject area. A test can be completed at the end of each topic to help inform teacher judgement but this is not always required. The teachers assess the children against the requirements of the appropriate end of key stage framework.

## **Phonics screening**

In Year 1, all pupils take the phonic screening check. The test is held during a week in June and pupils are asked to read 40 words and pseudo words applying their phonic knowledge. This test is administered by class teacher and marked against guidance provided with the check. Results of the screening are published in July and are reported to the LA and parents. Pupils who do not pass the screening check in Year 1 participate in an intervention programme in Year 2 and are retested with the Year 1 cohort the following year.

## Foundation subject assessment

At the end of each unit a foundation subject assessment grid is completed noting those pupils above or below the national expectations. This level is gained through teacher assessment of the pupil's knowledge and skills. Pupils have an art portfolio that moves with them throughout the child's life in school.

## Specialist teacher subjects

Specialist teachers have developed specific assessment targets for each year group in their subjects which are assessed half termly.

## Formative Assessment

### Assessment for learning

Assessment for learning (AfL) is an approach that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. AFL aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Teachers plan tasks which help learners to do this.

There are 5 main strands to AfL:

**Questioning** during the lesson enables a student, with the help of their teacher, to find out where they are in their learning.

The teacher provides **feedback** to each student about how to improve their learning.

Children **understand what successful work** looks like for each task they are doing. This is done through the teacher's input and modelling.

Children take part in **peer assessment** and **self-assessment** which enables them to become more independent in their learning

Summative assessments (e.g. the tests the children complete every term) are also used formatively to help them improve by the teachers completing **gap analysis** for each test.

We believe that the best response to pupils' learning is personalised and immediate. However there are times when learning needs to be reviewed in the child's absence. We believe that every piece of recorded learning needs to be assessed by the class teacher or teaching assistant to ensure that the pupil's learning steps have been identified and that the future lessons are planned to develop the children's learning progressively. This needs to be recorded to ensure that the pupils see their contributions as valuable.

Oral feedback is the best way of giving learners suggestions of the next steps they should take. This is recorded using "Oral Feedback Given" or the letters OFG.

As stated in the learning and teaching policy, every piece of recorded learning should have the WALT (We Are Learning To). The teacher to show that the learning objective has been achieved will tick the WALT.

Throughout each lesson, teachers are able to assess children's on-going understanding of the subject using questioning.

Our marking should always be completed using a red pen.

Pupils are also encouraged to self and peer mark and use green pen for this. (See Marking policy)

Pupils need to initial marking to show they have understood the feedback. They need to respond to all feedback given by the teacher and use a green pen if marking is retrospective, or editing previous work. In Big Write lessons, every fourth week, pupils will have the opportunity to 'polish' a piece of work by retrospectively editing with a green pen and then rewriting it on a piece of paper which is stuck in the Big Write books. The marking of this piece of work should relate to both the original piece of work and any subsequent related work.

## **Reporting**

### **Pupil Progress Reviews**

At the beginning of each academic year (within first two weeks), and termly after assessment weeks all class teachers have a Pupil Progress Review held with the Head of School and/or Executive Head Teacher looking at attainment and achievement data for their class. Teachers analyse their data before they come to the meeting and bring with them headlines which show the areas of strength and areas of development. During this meeting there is an analysis of in year progress data, percentages of below, expected and exceeding pupils for the core subjects are calculated and comparisons are made to national expectations. Data for progress from key stage one is also recorded as well as data for groups – gender, disadvantaged pupils, EAL, SEND, more able and ethnic groups. This allows the identification of any individual pupils or groups of pupils and appropriate interventions can be put in place to ensure they all make outstanding progress. Performance Management of teachers is linked to pupil data.

### **Communication with parents/carers**

Each parent/carer has three formal opportunities each year to meet their pupil's teacher to discuss their progress and attainment.

#### Autumn

This is a ten minute evening interview in the second half of the Autumn term is designed to allow the teacher and parent/carer to share progress made.

#### Spring

Pupil Progress meeting. This is a ten-minute evening appointment designed to discuss personal targets for the pupil to help them to progress further in English, Maths and Social Skills. The pupil's books and work samples are available for the parents/carers to examine.

### Summer

This open evening meeting is a review of the year and follows on from the publication of the pupil's report. Parent can come in between a set time and speak to the class teacher and look through their child's books.

### **Reports**

At the end of the summer term each teacher for each pupil publishes a formal report. This report has full written sections on general attributes and successes, in English, Maths, Computing and Science. Information is also given on attendance and the other National Curriculum subjects. Assessment data is published for pupils in Years 2 and 6 for both the test results and the teacher assessment levels. In the other years parents are informed as to whether their child is achieving below, expected and exceeding attainment level for their age. At the end of EYFS, parents are provided with a written summary reporting the child's progress against the early learning goals and the assessment scales; where the parent requests it, a copy of the EYFS Profile.