Newbold and Tredington C of E Primary School and Day Nursery

Creating a chance to SHINE everyday

Assessment Policy

This policy was ratified: October 2018

And will be reviewed: October 2019

Signed by Headteacher: Samantha Welsby

Signed by Staff:

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:
- make clear our vision of the role of assessment as part of teaching and learning
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment
All assessment should:
- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels
- enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers and Learning Support assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with

pupils about their learning progress. The outcomes of summative assessments are reported to the SLT. These outcomes will be shared with parents at Parents' Evenings and in each pupil's Annual Report.

The SLT are responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current assessment policy and practice.

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

- ***The Headteacher and the SLT are jointly responsible for***:

- Holding teachers to account for the progress individual pupils towards their end-of- year targets at mid-year and end-of-year pupil progress meetings

- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

The SLT will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.
All years will be involved in termly teacher, school and cluster moderation.
In addition:
- EYFS assessments are moderated within the school and cluster;
- Key Stage 1 assessments moderated on a rolling programme by the LA;
- Year 6 Writing assessment will be moderated by the school and cluster and on a rolling programme with the LA.

New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Strategy What is it?	Purpose The snapshot testing which establishes what a child CAN do at a given time.
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wp- content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wp- content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)	To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
EYFS	Reception class complete an "on entry" baseline assessment. Observation of child led activities are recorded and matched against age related Development Matters bands. Evidence is recorded in learning journals and pupil books. Progress is charted on Development Matters statements sheets for all pupils. Expected progress is three steps per year, from their individual starting point. Attainment tracing is used only in reception Class where pupils are expected to achieve a "Good Level of Development"
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1,2,3,4,5 and 6. Peer2Pier assessments are used to inform teacher assessments in Reading, Writing, GPS and Mathematics.	To provide information to parents and to the next year's teaching team.

PEER2PIER	The number of highlighted statements indicates how well the children are progressing. An initial baseline is set in the first three weeks of the autumn term and then the progress through the stages is established with termly tracking. Children progress through a 8 point scale which starts with Emerging 1 and leading to Deeper. If children are working in a different age group to their chronological age they can start at any point on the tracking grid. Most children within their ARE will start at Emerging 1 and progress 3 points to Meeting in an academic year. Expected progress, at any stage in the curriculum, is three points per year, from a pupil's individual starting point. Exceeding expected progress is 4+ points.
Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far.
End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers, using the criteria of the interim teacher assessment frameworks, make judgements in English and maths.	To provide information to parents and next phases of education.

Formative Assessment/Assessment For Learning

Strategy What is it?	Purpose *Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.*
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Mid-Year Teacher Assessments: Formative Assessment by group teachers using Pier to Peer assessment grids	To identify progress and next steps
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written. Review time is planned into the weekly timetable.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement. Allow children time to review and improve their work.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

Appendix 2 - Overview of assessment

	Prime areas (PSED, PD, CL)	Reading	Writing	Grammar, Punctuation and Spelling	Maths	Statutory Assessment		Validation (Moderation)
Nursery	Continual assessment through observations by all stakeholders. Formal tracking at baseline, end of autumn, spring and summer.	N/A		As prime, reading and writing. Maths including number and shape, space and measures.		Progress check at age two	A written summary between 2 and 3 years old, detailing progress against prime areas.	School meetings
Reception						Baseline Assessment (September) ELG (June)	Pupils are graded as Emerging, Expected or Exceeding expected standards.	school, cluster and LA meetings
Year 1		An evidence trail from pupils' independent work is gathered and matched to the statements of achievement on Peer 2 Pier. (ideally, but to always, match to the pupil's year group). Formal tracking at baseline, end of autumn, spring and summer. Class assessment throughout the year.				Phonics screening test (June)	Expected standard is 32/40	school and cluster meetings
Year 2						End of KS1 SATs test (May) **Reading test, Grammar, Punctuation and Spelling test, maths test**	A scaled score of 100 will repressed the expected standard.	school, cluster and LA meetings
Year 3								school and cluster meetings
Year 4								school and cluster meetings
Year 5								school and cluster meetings
Year 6						End of KS2 SATs tests (May)	A scaled score of 100 will repressed the expected standard.	school, cluster and LA meetings