

Sandford Primary School



Assessment Policy

Signed:

Date of policy: May 2023

Review of Policy: May 2024

Aims

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 to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

Principles of assessment

At Sandford Primary School, we endeavour to support children to achieve to the best of their abilities and strive towards reaching their full potential. We believe that assessment is fundamental to being able to extend and challenge children in their learning, in order to achieve this.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school.

Assessment, albeit formative or summative, is at the heart of teaching and learning in our academy. It provides evidence to guide teaching and learning and provides the opportunity for children to demonstrate and review their progress.

Assessment is only effective if there is regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Assessment of children can take a variety of forms and be both formal and informal, formative and summative, as referenced in Purposes and Principles of Assessment without Levels

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/764174/NFER_AWL_report.pdf).

Aims of Assessment in our academy are:

- To maximise pupil achievement;
- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning, at *all* levels
- To provide rich – open –ended learning activities that are matched to the pupils starting points and that allows them to extend their skills and understanding
- To enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of all children within our own school curriculum
- to ensure that pupil progress and attainment is tracked effectively
- To ensure our assessment cycle (Appendix A) provides opportunities to produce accurate data to influence future planning, teaching, learning and the wider curriculum and thus meets the needs of all pupils
- To inform parents of their children's progress and attainment against expected outcomes at formal Parent consultations in the Autumn and Spring terms, through the annual report in July and at any informal point during the school year

Assessment approaches

At Sandford Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Formative assessments are learning processes and teaching approaches that aid a pupil's control of their learning and as such enhance their progress.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing 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 – LO, Success Criteria – Steps for Success, 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

'The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment' Shirley Clark

The following are some of the formative assessment teaching methods we use as a school to assess and support learning:

- Self and peer feedback – *pupils are provided planned opportunities to self and peer assess, to encourage reflection on their learning, during or at the end of a lesson.*

- Mixed ability paired learning – *Teachers skilfully ensure children are appropriately partnered, where appropriate, to benefit from mixed ability learning. This enhances the skills recognised in Blooms Hierarchy and provides challenge for all learners.*
- Clear learning objectives – (LO's Learning Objectives) and co-constructed success criteria (Steps For Success)– *these are key measures to ensure pupils have clarity of expectation in a lesson. In some instances, an LO is encountered during the learning experience. When children are required to think deeply about the learning or have experienced a 'hook' into a new topic, the LO becomes evident and the children are able to identify this independently by reflecting on what it is they now know.*
- Pupil feedback – *extensive research (HT paper, EEF) indicates verbal feedback is far more effective than written, due to its immediacy and...our emphasis upon verbal feedback is highlighted in our Marking and Feedback policy. This also contributes to reducing teacher's workload, as we do not have an onerous marking approach.*
- Rich questioning – *high quality questioning enables a learner to dig deep into their metacognition processes, thus actively **monitoring** one's own learning and, based on this monitoring, **making changes** to one's own learning behaviours and strategies.*
- Effective plenary sessions - *these may occur within the lesson as well; to draw attention to key learning points, clear misconceptions, highlight success criteria and identify how learning can be moved on. These are also used for pupils to generate their own end of topic quizzes or presentations.*

These methods enable teachers to make formative assessments of their pupils, evidenced in pupil books, observations of pupils, reading records, foundation subject assessment tasks etc which in turn, contributes to judgements made against pupils' knowledge, skills and understanding.

Significant research and training underpins these approaches, particularly from Shirley Clark philosophies, in light of the new curriculum without levels and understanding of the importance of a deeper level of learning. This pedagogical approach has been underpinned by the use of Blooms Taxonomy in our planning and approach.

In-school summative assessment

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 ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate both learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

We predominantly use NFER in-school summative assessments across Maths and English, through the year, to indicate a child's achievement and progress, at that point in time. This will then feed into future planning, alongside formative assessment strategies, to ensure children's learning progresses. We are clear that summative assessment should support teacher judgements made from predominantly formative assessment e.g. pupils who are not achieving high marks in their weekly spellings, have their spelling adjusted by number, phoneme, spelling pattern etc to meet the needs of the pupil more fully and ensure progress is made, albeit in smaller steps.

Please see examples below.

Phonics	Individual Phonic assessments, based on ULS Phonics screening assessments
Reading	Hertfordshire reading ages NFER – Reading Comprehension Moderation Year 2 and 6 past SAT papers CGP materials - Year 6
EGPS	KS2 – Grammar, Punctuation & Spelling tests – Rising Stars
Writing	Writing assessments Year 2 and 6 writing moderation assessments Weekly spelling tests
Maths	Weekly Times tables tests End of unit White Rose Hub assessments Year 2 and 6 Past SAT papers NFER assessments CGP materials - Year 6 Moderation

Note – please also see Assessment calendar in Appendix

These summative assessments are used throughout the year and provide a useful benchmark of comparison in the children's acquisition of knowledge, skills and understanding.

The choice of In house summative assessments are well researched and regularly evaluated as to their impact e.g. White Rose Hub unit maths assessments (<https://whiterosemaths.com/resources>) and NFER materials (<https://www.resources.nfer.ac.uk/product-themes/maths/>).

Our **Foundation Subjects** are assessed throughout the year, based on National Curriculum expectations, alongside aspirational knowledge and skills we value to ensure a depth of understanding in each subject. We have developed a curriculum assessment approach that involves the pupils generating their end of topic assessment; encouraging metacognition. For example, pupils would generate a key question in the plenary of each lesson. This is repeated for the length of the topic and could culminate in an end of term quiz, presentation, summary document. Please see our Assessment Policy for more details.

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. High Needs **SEND pupils** are assessed against their EHCP targets and pre-key stage standards. Each term, children holding an ADPR cycle, have a review with parents to summarise progress and identify next steps in learning.

Moderation

- Moderation of writing and maths takes place within the academy, each term, during SIP visits and at staff meetings.
- The academy is subject to external moderation for EYFS, KS1 and KS2 as appropriate

Assessment in the **EYFS** takes the form of observation, and this involves the teacher and other adults as appropriate. We make regular assessments of children's learning, and in a variety of forms. We use this information to ensure that future planning reflects identified needs. These observations are recorded in children's individual 'Learning Journeys' on an online journal called Tapestry. This also contain information provided by parents.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **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 assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)
- Year 4 Multiplication Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

Collecting and using data

Assessment data is recorded on a WLT system, called Insight. This is an ongoing Assessment Tracking system that allow teachers to record pupil's progress throughout the year. It then contributes to PPM meetings that are held on a termly basis only, again supporting teacher's workload. Records are kept of the termly meetings that include reference to pupils who are not making expected progress and the interventions and support that will be put in place to support their future learning and improve outcomes. PPM meetings collate the data and the headteacher analyses and reports to SIP and Governors on headline data, through termly reports. School leaders also analyse data sets, according to their role, to identify groups or individuals that need additional support or tailored curriculum delivery.

Records and Record Keeping

- All teachers use the Insight system and pupil progress proformas to record summative assessments.
- Formative Assessment occurs daily and weekly and is recorded on class based and subject based record sheets. This is then used to provide summative data at the end of each term.
- Other forms of record keeping used by teachers are- planning, children's work,
- Teachers observations, notes-evaluations on planning,
- Records of data analysis are shared with Governors termly through Headline data packs that include collation of in house and national summative data.

Reporting to parents

The outcomes of our assessments are shared with parents and carers at parent's evenings throughout the year and end of year reports. We also offer informal meeting to any parents throughout the year.

Through these meetings and reports we share details on the child's general progress, pupil attendance, results of any examination and parents are informed of children's next steps in learning and future targets and goals so they can support at home. Parents in our Reception have access to their child's online learning journal, Tapestry.

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.

Training

Teachers and school staff are regularly informed of developments in assessment practice, and as a school we have held particular focus and training in Formative Assessment techniques and approaches. This has been in the form of INSET or Staff Meeting training on Growth Mindsets, Metacognition, Formative Assessment approaches, as well as our new Tracking system. Research from EEF and Shirley Clarke contribute to this approach, and training is led by the Executive Headteacher.

The Executive Headteacher ensures teachers attend training in assessments to stay abreast of good practice and improve classroom practice. Any training attended by a member of staff is disseminated to key staff then reflected upon, before adopting in our school practice.

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

The Executive headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed annually by the Executive Headteacher, Head of School and Policy Governor. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. The Executive Headteacher will monitor the effectiveness of assessment practices across the school, through our monitoring schedule, which includes moderation, lesson observations, learning walks, PPMs and book scrutiny (see Appendix C).

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEND policy
- Feedback and Marking Policy

Targets and Target Setting (Please see policy for more information)

- We set challenging but achievable yearly cohort group targets using the FFT50 and the FFT 20. These reflect the percentage of the Year Group who should achieve Age Related Expectations by the end of the year in reading, writing and maths. These targets are designed to ensure pupils are Secondary Ready by the end of Year 6. Progress towards the targets are monitored through termly pupil progress meetings and support Performance Management targets.
- End of year Targets are set for individual pupils at the beginning of each year, for reading, writing, maths. Progress towards them is monitored through termly pupil progress meetings
- Targets are set for all cohorts for the end of the year in reading, writing, maths and used to support Performance Management targets

Impact assessment

We have carried out an impact assessment on this policy on different groups of people to ensure that our proposals are not discriminative and promote equal opportunities.

Inclusion Statement:

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching.

Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.

Tracking and progress definitions

At Winscombe we track children's progress in KS1 and KS2 against their year group's end of year expectations (year group's objectives) using a central tracker on Insight. This tracks each objective for each child in English and Maths. By the end of year a child should achieve at least 80% of the objectives to have achieved their year group's expectations. This tracking device tells us where a child is working, within the curriculum that has been taught. Teachers use the following progress definitions when reporting progress:

Early Development: Children who are not accessing their current year group's curriculum and need to secure the previous years. Objectives from the previous year are consistently being taught,

Working towards the Expected Standard: Children who are working within their year group's curriculum and are currently not on track to reach end of year age related expectations because they are securing less than 80% of the taught curriculum.

Expected Standard: Children who are working securely within the taught curriculum and are beginning to apply this learning in many different ways – although this application may not be consistent. These children are on track to achieve the age related expectations.

Greater Depth: Children who demonstrate fluency within the taught curriculum and are able to consistently work at greater depth in a range of contexts. These children are on track to secure age related expectations at a greater depth. In other words; children who are able to independently demonstrate a use of the knowledge in a way that makes links with other learning or can identify new ways of applying that knowledge, skill and understanding.

Appendix A

The assessment cycle

