



# THE DISTRICT

CE PRIMARY SCHOOL

# Assessment Policy

Chair of Governors	Mr F Maguire
Headteacher	Mrs L Shelford
Date adopted:	Review Date:

## 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.

## Principles of assessment

Assessment at The District is at the heart of all teaching and learning. It is an on-going process with the main purpose of helping pupils and teachers plan the next steps in learning.

Assessment will be used as a tool to guide teaching and learning ensuring that the teaching is appropriate and that the learners make good progress.

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment:

**assessment for learning** and **assessment of learning**.

**Assessment for learning** involves the use of formative ongoing assessment in the classroom to raise pupil achievement. It includes accurate assessment of pupils prior learning in order to establish where pupils are in relation to an objective, where they are on the continuum for learning, what gaps they have in their learning and what their next steps are.

**Assessment of learning** involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too (Years 2 and 6), describe pupil performance.

- ✓ Assessment is fair, inclusive of all abilities and free from bias towards factors that are not relevant to what the assessment intends to address.
- ✓ Assessment is honest, outcomes are used in ways that minimise undesirable effects and are conveyed in an open, honest and transparent way to assist pupils with their learning. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- ✓ Assessment is ambitious; it places achievement in context against expected standards.
- ✓ Assessment is appropriate, the purpose of any assessment process should be clear so that conclusions regarding pupil achievement are valid. Assessment draws on a wide range of evidence to provide a complete picture of student achievement but should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- ✓ Assessment is consistent; judgements are formed according to common principles.
- ✓ Assessment outcomes provide meaningful and understandable information for:
  - ✓ Pupils in developing their learning.
  - ✓ Parents in supporting children with their learning.
  - ✓ Teachers in planning teaching and learning.
- ✓ Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## Assessment approaches

At The District CE 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

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 challenge; evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, 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.

Formative assessment takes many forms including:

- Pupil conferencing/dialogue/ feedback/ marking ;
- Use of success criteria/ checklists;
- Pupil/peer evaluation;
- Questioning ;
- Mini tests or quizzes, key-to-the-door.

### In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of individuals, cohorts and year groups; identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching, to plan forward and to identify pupils who may require additional support, intervention or challenge;
- **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 attainment, progress and wider outcomes of their child across a period
- We use termly summative tests to support teachers in identifying current levels of attainment and monitoring progress.

### FORMAL ASSESSMENT FORMATS

We use termly standardised tests as a formal summative assessment:

- Y3-5 NFER tests for reading, maths, GPS & spelling

- Y2/6 SAT tests for reading, maths & GPS
- Y1 will carry out benchmarking to assess reading for those pupils who cannot access the AR STAR reading test.
- All pupils will take the electronic Accelerated Reader STAR reading test in September to establish their standardised score, reading age and ZPD. The majority of pupils will retake the test again in November, March and June. (Some target / intervention pupils may be tested more regularly for monitoring reasons.)

#### TEACHER ASSESSMENT FORMATS

- Writing in years 1 to 6 is assessed using the year group expectation statements in Insight.
- In Y2 and 6, teachers will also complete interim statement checklists as part of the summative assessment and moderation process.
- Teachers assess pupils against the Insight year group expectation statements for all other topics as the year progresses and make a summative assessment at the end of each term.
  - **EXS**- working at the expected standard for this year group ( for the end of the year)
  - **WTS**- working towards the expected standard for this year group ( for the end of the year)
  - **BLW**- working below the expected standard for this year group ( for the end of the year)
  - **GD**- working at greater depth with the expected standard for this year group ( for the end of the year)

#### EYFS

Assessment is an integral part of the learning and development processes in EYFS (2-5 years). Staff observe children's level of achievement, interests and learning styles. These observations are used to inform future planning. Practitioners also take into account observations shared by parents/ carers and previous settings. Across the setting, practitioners use Development Matters as an assessment tool. The assessments are recorded on the St. Helens Tracker and Insight. Insight is updated by staff on a termly basis; trackers are used as a formative assessment tool. The EYFS team also track the characteristics of effective learning. Insight is used by staff to highlight any gaps in learning; compare pupil groups and to highlight those who are at risk of fall in behind. Staff report any concerns to parents throughout the year and provide activities/ ideas to support their children at home. Each child in Nursery and reception will receive a school report at the end of the academic year.

At the end of EYFS, staff complete the EYFS profile for each child. Children are assessed against 17 Early Learning Goals, indicating whether they are:

- Meeting the expected levels of development;
- Exceeding the expected levels of development;
- Not yet reaching the expected levels (emerging).

When a child is aged between 2 and 3, practitioners review their progress and provide parents/carers with a written summary of the child's development in the 3 prime areas. This

progress check highlights the areas in which the child is progressing well as well as those in which additional support is required. Practitioners also contact the health visitor to achieve a holistic approach to the child.

EYFS assessment calendar:

On entry data is completed within 5 weeks of start date.

EYPP and PP overview is completed and updated termly.

Pupil progress meetings are held in December, April.

Reception end of year data is reported to the LA by June 30<sup>th</sup>.

The progress of our “true” nursery to reception children is monitored and reviewed throughout the year.

EYFS staff attend moderation training and meetings.

Cross moderation with Patterdale Lodge takes place twice a year. Cross phase moderation takes place every term. Moderation will also take place within the Learning First Network.

Baseline assessments are carried out on mid-year transfers.

The LA report issue in the autumn is used to evaluate performance against like schools.

#### NEW PUPILS

- Office staff will provide class teachers with a copy of transition data.
- New pupils in Y1-6 will be added to AR by T. Seaman/ K Cliffe , so that they can take a STAR reading test within the first week of joining school.
- Class teachers should carry out baseline assessments in reading, maths and GPS of new pupils within the first two weeks of their arrival (using the year group’s previous NFER/ SAT test) This data should be recorded in Insight.

#### ASSESSMENT WEEKS

Assessment weeks are set in the school diary at the beginning of the school year.

#### PREPARATION AND PROTOCOL

- Teachers know and understand the teachers’ handbook and administration guidance. They **follow administration guidance to the letter.**
- Consider use of seating and staff to facilitate better access arrangements before testing takes places.
- Classrooms are prepared in advance (with key displays covered): a seating plan is in place, tables are set up in agreed arrangement; agreed equipment is ready and organised on tables; tests are ready to be given out.
- Test conditions must be shared with the pupils. This is quiet, independent work. They need to put their hand up if they need to speak to an adult and must not leave their place.
- Pupils read in silence prior to tests and after the allocated testing time is over (until all tests have been collected.)
- Tests are given out as pupils read. Pupils are directed to record their name on the test cover.
- Test instructions are read to the pupils. The starting time and projected finishing time are written on the whiteboard. Children are told when they have reached half time and when they have 10/5 minutes left.
- Children are encouraged to check questions if they have completed the test before the allocated time.

- Maintain test conditions until time is up and all papers have been collected.
- Note any absent pupils on a blank test paper and make arrangements for them to take the test when they return.

When marking:

- All papers are marked in strict adherence to the given mark scheme;
- If correct, note number of marks;
- If child leaves blank – draw a line through the mark box;
- If incorrect – put a 0.

Good practice marking:

- Take 1 test and mark every child's page 1. Note any recurring issues to inform what needs to be taught;
- Where possible, mark in pairs/ teams;
- Double check raw score totals.

## Collecting and using data

Data collection and recording systems are organised with teacher workload in mind.

Data collection/ recording:

### FORMAL ASSESSMENTS

- All raw scores are standardised (**standardised score not age standardised.**) Papers are collated in alphabetical order.
- Standardised scores are inputted into Insight.

## Target Setting

Individual progress targets are set for reading, writing, GPS and maths at the beginning of the academic year. Targets are aspirational and are based on a range of information sources, including:

- ASP
- FFT Aspire
- EYFS on entry and on exit data
- KS1/2 National assessments
- Y1 phonic assessments
- Insight tracking data (teacher assessments and standardised scores)
- AR reading data

Progress towards targets forms part of the termly pupil progress meetings. Targets are sometimes increased, based on a pupil's performance, but never decreased.

## 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, identify patterns or trends and possible issues in curriculum/ teaching and to take action to address these;

- **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) and Key Stage 2 (year 6)

## **Reporting to parents**

### Parents' Evening

Parents are provided with termly opportunities to attend a formal parents' evening.

During the autumn meeting, parents are informed of their child's end-of-year targets for reading, writing, maths and GPS (EXS, WTS, GD) and provided with any guidance they may need to support their children at home.

During the spring meeting, parents are informed of how well their child is progressing towards their targets.

Summer parents' evenings are primarily to discuss the outcomes of the annual reports.

### End-of-Year Reports

In accordance with legal requirements, our annual reports to parents include:

- The pupil's attendance record (The total number of possible attendances for that pupil and the total number of unauthorised absences, expressed as a percentage of the possible attendances.) We also include the number of lates recorded;
- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;
- Teacher assessment attainment and progress grades;
- Effort grades;
- Next step targets for English, maths and RE;
- Y6 SAT test results;
- Arrangements for discussing the report with the pupil's teacher.

## **Inclusion**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do (using the Assess, Plan, Do, Review format), by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

The principles of this assessment policy apply to all pupils, including disadvantaged and LAC pupils; 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.

For pupils working below the national expected standard 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**

Assessment leaders will stay abreast of good practice, including STA updates; lead staff training and support NQTs and staff who are new to the school.

Y2/6 teachers attend annual update training for SAT assessment: implications are filtered down to staff.

Moderation of teacher assessments takes place internally across year groups and key stages three times per year. Opportunities to moderate writing with other schools are built into the monitoring schedule through the Learning First Network.

## **Roles and responsibilities**

### **Governors**

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.

### **Headteacher and SLT**

The headteacher and SLT are 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**

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

## **Monitoring**

This policy will be reviewed every two years by the Learning and Progress Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy

The assessment leaders will monitor the effectiveness of assessment practices across the school, through: moderation, data scrutiny, lesson observations, pupil interview, book reviews and pupil progress meetings.

### **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- SEND policy
- Reading policy
- Early Years Foundation Stage policy and procedures