



All Saints CEVA, Laxfield and Stradbroke CEVC Primary School

Assessment Policy



In formulating our Assessment Policy, we have used the guidance provided in the 'Final Report of the Commission on Assessment without Levels' (September 2015) and the subsequent government response.

Background

In setting out the rationale for the removal of levels, the Commission stated that:

Despite a wider set of original purposes, the pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sub-levels, rather than the programmes of study. Levels came to dominate all forms of assessment. Not only were they used for both statutory national curriculum tests and statutory reporting of teacher assessment, but they also came to be used too frequently for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages.

The Commission believes that this has had a profoundly negative impact on teaching and learning. Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment – formative assessment, in-school summative assessment and nationally standardised summative assessments – can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment.

The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Our Approach to Assessment

In the All Saint's Federation, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers being shared in a variety of ways (verbally, on whiteboards)
- ‘What I know/ want to find out’ grids which are used at the beginning of many new topics and revisited at the end
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book scrutiny to assess progress over a given period of time
- End of term progress assessments, including tests
- SEN IEP reviews of progress towards targets
- Termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for children making less than expected progress or with less than expected attainment

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year’s teacher, to inform parents of their child’s progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. in Science
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Independent pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children’s abilities against national standards:

- Phonic screening assessments
- KS1 assessments (SATS)
- KS2 assessments (SATS)

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held between class teachers and the Executive Headteacher each term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. Data is formally recorded termly to avoid adding unnecessarily to teacher workload.

The assessment policy has been created in consultation with staff. The Senior Leadership Team is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum sub-committee.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how securely children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of end of key stage results

As a Federation, children's work, marking and assessment is moderated within year groups, within key stages and across the school. The Federation also takes part in moderation with other schools to ensure consistency in line with National standards.

How assessment outcomes are collected and used

In 2014, the use of Not As We Know It (NAWKI), an assessment system to replace previously used levels, was trialled across Year 4. The effectiveness of the system was then evaluated by the Senior Management Team and the findings and methodology of the system were shared with all class teachers. It was implemented across all year groups from September 2015. As before, and as outlined above, assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children.

For core subjects, pupil 'I can' statements relating to the curriculum for their year are used by children and teachers to track progress. For reading, writing and maths, each child has a sheet with the objectives for their year group (and previous year groups as appropriate or necessary to demonstrate progress) which the class teacher regularly updates. Each time a skill is demonstrated either in written or verbal form, the objective is ticked and dated thus building up a picture of a child's ongoing progress.

Each term, a judgement is made as to whether the child is 'Beginning', 'Developing', 'Embedded' or 'Mastery' for the relevant year group for each of the above subjects and this data is uploaded centrally and in discussion with other teachers to Pupil Asset. This system is then used to identify whether children have made expected progress and to demonstrate their attainment as being expected for their age.

In foundation subjects, NAWKI sheets are referred to in order to assist teachers in making termly assessments.

Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Expected progress and attainment

Expected progress is for one part-level per term and therefore one whole level per academic year.

	End of Autumn		End of Spring		End of Summer	
	At Expected Level	Just Above Expected Level	At Expected Level	Above Expected Level	At Expected Level	Above Expected Level
Year 1	P9D/ WD	1B/1D	1B	1D/1E	1D	1E/1M
Year 2	1E	2B/3D	2B	2D/2E	2D	2E/2M
Year 3	2E	3B/3D	3B	3D/3E	3D	3E/3M
Year 4	3E	4B/4D	4B	4D/4E	4D	4E/4M
Year 5	4E	5B/5D	5B	5D/5E	5D	5E/5M
Year 6	5E	6B/6D	6B	6D/6E	6D	6E/6M

Pupil Progress meetings continue to take place termly to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language TA. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

To reduce teacher workload, numerical data is entered only at the end of each term. The Executive Headteacher analyses data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with class teachers at the termly Pupil Progress.

Information is shared and discussed with the Senior Leadership Team and Curriculum sub-committee governors. At staff meetings, staff are updated on headlines of children's progress.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Parents' Evenings and through end of year reports in the Summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEN or EHCPs.

In September 2015, EYFS teachers assessed children using a baseline assessment for the first time. This will be used to measure progress at the end of EYFS, end of KS1 and end of KS2.

Phonics screening results, KS1 results and Writing and Science at KS2 will continue to be reported to the government. KS2 Reading, Maths and GPS will follow the new assessment guidelines from the NCA.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking Policy.

Target Setting

Challenging attainment targets are set by the SLT for individual pupils across the school. As well as this, class teachers use differentiated success criteria and clear next steps to set children and groups individual, relevant, achievable but ambitious targets for each lesson or unit of work as appropriate.

Ensuring teachers are able to conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at staff and Pupil Progress meetings. Class teachers work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement and Development Plan.

Roles and Responsibilities

Assessment Leader (SLT):

- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement and Development Plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Set challenging whole school targets

Class Teachers

- Make ongoing assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups
- Make formal, **moderated** assessments termly

- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y1, administer the phonics check
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress (see Marking and Feedback policy)
- Participate in Pupil Progress Meetings

Senior Management Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data
- Carry out termly Progress Meetings with each year group

SENCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes

Moderation of policy

The Headteacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

Written: March 2017

To be reviewed: March 2019