

Arley Primary School



Assessment Policy

*At Arley Primary School, we believe in:
‘New beginnings, leading to endless
possibilities for all of our children and staff’.*

Approved by: Arley Primary School Governing Body Date:

Last reviewed on:

Next review due by:

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches.....	3
5. Collecting and using data.....	6
6. Reporting to parents	7
7. Inclusion.....	7
8. Training.....	7
9. Roles and responsibilities	7
10. Monitoring	8
11. Links with other policies	8
12. Appendix 1.....	9

Assessment in the new National Curriculum:

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what they have done well and what they need to do to be even more successful. This allows us to plan learning opportunities based on detailed knowledge of each child. We provide our families with regular verbal reports on their child's progress so that teachers, teaching assistants, children and their families are all working together to raise standards for all our children.

1. Aims

The aims and objectives of assessment in our school are:

- 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
- To provide School Leaders and Governors with information that allows them to make judgements about the effectiveness of the school.

2. 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](#).

3. Principles of assessment

At Arley Primary School, we believe that all children should be supported and encouraged to be ‘the best they can be’. We understand that not all children are able to access their learning in the same way and we endeavour to ensure that gaps in opportunity are effectively closed in order to support active achievement for all.

All staff in school support assessment for learning and use a range of opportunities to allow personalised learning to be developed. Interventions are timely and appropriate, planning is structured and clearly evaluated in order to maximise learning opportunities, where learning never stalls and stretch and challenge is clearly identified.

As a school, we are committed to ensuring our systems, policies and procedures are up-to-date and ‘fit for purpose’. We liaise effectively with the wider community and actively seek to improve our practise at every opportunity.

4. Assessment approaches

At Arley 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.

4.1 In-school formative assessment

Assessment for learning helps to identify the next steps needed to make progress. It takes account of our children’s strengths as well as areas for development.

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, 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 formative assessment techniques used in our school include: effective marking to move learning forward, questioning, choice in activity and movement between activity, structured gap tasks (linked to assessment for learning), self and peer assessment, observations and a commitment to developing the learning power of all stakeholders. Pupils play an active role in their learning and are encouraged to develop a growth mind-set, including understanding how and when their growth mind-set can become closed to certain activities and/or learning behaviours.

4.2 In-school summative assessment

Assessment of learning is associated with judgements based on grades and ranks and with public accountability

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 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

In order to support formative assessments and to provide useful information to improve future learning, we carry out termly tests using 'NTS' assessment resources. These align effectively with our assessment principles. The rationale behind the inclusion of external commercial tests lies in our belief that to be robust assessment must sit within the wider context of a 'quint-angulated' understanding. The five principles attached to this are: teacher assessment (aligned to the interim frameworks) – recorded using Target Tracker, pupil progress meetings with senior leaders, test data, evidence shown in books, lesson observations including discussions with pupils.

As a school, we validate all assessments with a range of stakeholders and moderate our findings both internally and externally.

4.3 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) and Key Stage 2 (year 6)

4.4 Effective Assessment Practice

Planning needs to be built on effective assessment – where all aspects of learning are progressing. Effective assessment should be empowering for children, helping them discover for themselves what they need to learn and how they can best do that, celebrating their achievements along the way.

Effective assessment practice will:

- Raise standards of attainment and behaviour and improve children's attitudes to their learning;
- Enable the active involvement of children in their own learning by providing effective feedback;

- Promote children's self-esteem through a shared understanding of the learning processes and the steps to improvement;
- Build on secure teacher knowledge of the diverse linguistic and cultural backgrounds of children;
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how children learn and draw upon as wide a range of evidence as possible using a variety of assessment activities;
- Track children's performance whilst ensuring high expectations for all;
- Provide information which can be used by teachers and leaders as they plan for individual children and cohorts;
- Provide information which can be used by families to understand their child's strengths and areas for development;
- Provide information that can be used to evaluate the school's performance against its own previous attainment over time and against national standards.

The purpose of Assessment for Learning is to:

- Provide insight into children's learning for both children and teachers;
- Promote success for all;
- Enable continuous reflection on what children know now and what they need to know next (feedback and feed forward);
- Measure what is valued;
- Raise standards by taking children to the 'edge of possibility'.

Impact for Teaching and Learning:

The teacher will...

- Provide continuous verbal and written feedback which identifies areas for celebration and next steps for learning;
- Promote children's involvement in self and peer assessment;
- Act on insights to inform ways forward;
- Plan against what children know/can do/understand and apply;
- Share 'Steps to Success' to enable children to know how to achieve the Learning Objective;
- Promote inclusion.

Impact on Learning and the Learner:

The child will...

- Know what to do to improve;
- Know their 'Steps to Success';
- Know what has been successfully achieved and what to do next;
- Have the ability and awareness to be successful learners;
- Make progress;
- Love learning!

The purpose of Assessment of Learning is to:

- Provide a summary judgement about what has been learned at a specific point in time;
- Establish national benchmarks about what children can do and about school performance;
- Show what children can do without support;
- Hold the school to public account.

Implications for Teaching:

The teacher will...

- Provide a periodic summary through teacher assessment;
- Identify gaps in children's knowledge and understanding;
- Reflect on the quality of their provision and guide future planning;
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap/diminishing the difference);

- Measure against expectations outlined in the National Curriculum.

Impact on Learning and the Learner:

The child will:

- Work hard and challenge themselves.
- Have the confidence to get it wrong and persevere through the inevitable 'fog of learning'.
- Be proud of their efforts and achievements.
- Be active participants in their own learning journey.

5. Collecting and using data

At Arley Primary School we use Target Tracker, a software package, to support whole school data entry, analysis and progress and attainment data from Reception to Year 6.

Our approach is based on the following:

- Start with the National Curriculum expectations for all pupils;
- Target Tracker has arranged the steps of progress into Year Group expectations;
- Teachers assess children against the statements using a wide-range of evidence;
- Teachers record the achievement of each child against each statement.

However, we also ensure that we create a holistic approach of each child's learning, progress and achievement. Therefore, it is important to recognise there are a wide range of factors that contribute to pupil progress and achievement.

Data is recorded half-termly using Target Tracker in conjunction with 'Pupil Progress' discussions between staff and senior leaders. This enables timely interventions to be set and the impact of those interventions to be effectively analysed. Governors are kept informed of the statistics across school through the Education, Standards and Safeguarding Committee, where senior leaders are held to account for the attainment and progress of individuals, groups and cohorts of pupils.

In-school moderation takes place termly to ensure consistency of teacher's judgements after they have made assessments in order to identify and resolve any differences. These are professional conversations built on trust, respect and a shared responsibility for the achievement of all children in our school. Effective moderation creates an effective feedback loop between assessment and planning.

There will be a balance of year group and cross year group moderation to ensure consistency and comparability across the school. External moderation will be undertaken as appropriate with schools in our partnership and we will participate in Local Authority moderation on request.

Evidence teachers may use to support their teacher assessment judgements include:

- Examples of pupils' work
- Any other evidence, e.g. termly tests and statutory end of phase/key stage tests
- Teachers' knowledge of their pupils

Each term the data linked to outcomes of external tests is added to the ongoing system of assessment in order to link with the range of monitoring and to validate the robust nature of the schools policies and procedures. Outcomes and predictions are shared with Governors and our Learning Improvement Partners.

Data collection is an ongoing process throughout the year enabling staff to accurately plot the next steps for pupils and not to add in any way to the workload of teachers.

Foundation Subjects

Assessment in all subjects is an integral part of the teaching and learning process, thus opportunities for assessment are planned for through clear learning outcomes. At the end of the academic year, teachers make a professional judgement to whether children are working towards, at, or at greater depth within each foundation subject.

6. Reporting to parents

Assessment information is part of an ongoing dialogue with pupils and parents/carers. Parents/carers are invited to share the progress and attainment of pupils across the breadth and depth of school life, including the social and emotional progress being made. Invitations to Parent's Evenings are sent in the autumn term, spring term and an optional evening in the summer term.

Written reports are sent to parents/carers in the summer term and include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, including:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade in Y6
- EYFS Profile outcomes for FS2 pupils
- Teacher assessments at the end of KS1 and for years 1, 3, 4 and 5

7. 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.

8. Training

Regular training is in place in order to ensure a good understanding of assessment and assessment practice among all teachers.

Senior leaders ensure that staff have access to continuing professional development opportunities on assessment, including a commitment to external moderation thus providing communication and conversation between professionals is maintained.

School is committed to staying abreast of good practice through a variety of mechanisms including: collaborative sharing of information/good practice, regular meetings with school advisors, having a secure understanding of local and national initiatives.

9. Roles and responsibilities

9.1 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

9.2 Head teacher/Deputy Head teacher

The Head teacher and Deputy Head teacher 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually by the Head teacher and the Governors' Education, Standards and Safeguarding Committee.

All teaching staff are expected to read and follow this policy. The Head teacher and Deputy Head teacher are responsible for ensuring that the policy is followed.

The Head teacher and Deputy Head teacher will monitor the effectiveness of assessment practices across the school, through:

- Moderation (both internally and externally), lesson observations, learning walks; book scrutinies, pupil progress meetings, data collection and termly external tests.

11. Links with other policies

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures
- Curriculum policy
- Teaching and Learning policy
- Marking and feedback policy

APPENDIX 1

Pupil Progress Meetings – Half Term Review

Teacher:

Class:

Date:

Which children are showing capacity to exceed individual targets and what support strategies / additional homework / interventions are they accessing?
Which individuals are making slow progress or are stuck? What do you consider to be the barriers?
What strategies have you tried? How successful have these been?
Where barriers still exist, what do you plan to do differently in order to enable individuals to make progress?
Key Groups of Children – please comment:
Girls/ Boys:
Disadvantaged learners (FSM, Ever 6 pupil premium, LAC):
EAL:
SEND:
Academically most and more able (including those with a target of GDS)
Are you aware of pupils off track for GLD (EYFS) / combined (KS1&KS2) in one or more subjects? How are you addressing this?