East Somerset Federation

Bruton
Primary School

Upton Noble
C of E VC Primary

Assessment Policy

Approved by the Governing Body of

The East Somerset Federation

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1. 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation & Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and lies at the heart of promoting children's education
- High quality, in depth teaching, is supported and informed by high quality formative assessment (on-going assessment)
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- There is always a clear purpose for assessing and assessment is fit for its intended purpose
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable, free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Assessment is achieved without adding unnecessarily to teacher workload
- Assessment is inclusive of all abilities

4. Assessment Approaches

At The East Somerset Federation, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 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 (Day-to-day assessment)

Day-to-day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they need to consolidate learning and when they are ready to progress. In this way, it facilitates teachers to provide appropriate support (addressing misconceptions) and informs progress. It enables teachers to evaluate their own teaching of knowledge, understanding and skills and to plan future lessons accordingly. Parents gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Through 'Day to day in-school formative assessment' we will:

- Support children to measure their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to focus their efforts to improve
- Ensure that problems are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations
- Following Day to day assessments record and report progress to parents via the assessment grids in the front of children's books/Learning Journals providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

A range of 'day to day in- school Formative Assessments' used including:

- Marking learning and adapting for future lessons within the sequence of learning.
- Discussions with children
- Pupil conferencing
- Peer marking
- Pupil self-assessment
- Making use of rich questions and answers
- Marking of pupils' work, using green for highlighting areas of success; blue for GPS (Upton Noble) and pink highlighting development/improvement areas at the time of learning.
- Regular reviews of learning eg mini plenaries and pitstops
- Observational assessments
- Daily observations linked to development matter statements within the EYFS

4.2 In- School Summative Assessment (see assessment calendar)

In- school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or unit of work taught over a period of time, providing feedback about how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupils learning at the end of a unit of work or period of time e.g: end of term and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In- school summative assessments will also be used at whole school level/federation level to monitor the performance of pupil cohorts/pupil groups eg: pupil premium/FSM/gender/in year admissions

etc; to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In- school summative assessments 'are used including:

- End of term assessments eg: PIRA, White Rose, The Helen Arkell Spelling Test
- Reviews for pupils with special educational needs/disabilities
- Termly monitoring of assessment grids with the SLT
- Termly best fit teacher assessment relating to the National Curriculum age related expectations entered on to the school tracking system
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations
- Termly assessment of Science
- Termly assessment of RE (Upton Noble)
- End of year annual assessment completed for foundation subjects.

4.3 Nationally Standardised Summative Assessment

Nationally standardised assessments will be used to provide information about how well children are performing in comparison to children nationally. These assessments will provide parents with information about how well the school is performing in comparison to schools nationally and over a period of time. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessments enables the school leadership team to bench mark the school's performance against other schools locally and nationally, and make judgments about the school's effectiveness. School leaders can also 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

The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for OFSTED's discussions, when making judgements about the school's performance.

A range of National standardised summative assessments are in place:

- Baseline assessment in Reception (To be introduced)
- Early years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Phonics retakes in Year 2
- National curriculum tests & teacher assessments at the end of Key Stage 1 (year 2)
- Times tables in Year 4 (To be introduced)
- National Curriculum tests and teacher assessments at end of Key Stage 2 (year 6)

5. <u>Collecting and using data</u>

Assessment and teacher assessed data will be collected periodically and stored internally whilst the pupils are attending a school within the East Somerset Federation. It may be used in a variety of ways including tracking progress of individual pupils and cohorts of children. This may be collected through data drops or discussions during pupil progress meetings. Specifically, the data will support the identification of any pupils who may require additional support to achieve age related expectations. Data will be destroyed once pupils have left a school within the East Somerset Federation.

6. Reporting to Parents/carers

- Assessment data will be reported to parents through annual reports and parents' meetings.
- Annual reports to parents include: achievements in all subjects and activities forming part of the school curriculum highlighting strengths and areas for development
- Arrangements for discussing the report with the pupils' teacher if required
- The pupils' attendance record – the total number of possible attendances and the total number of unauthorised absences for that pupil expressed as a percentage of the possible attendances
- The results of any statutory assessment

8. An Inclusive Approach to Assessment

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

In addition to the assessments above, the Federation will make use of additional diagnostic assessments 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.

9. Training

After joining the Federation, all teachers will be directed to a copy of this policy and it will form part of the induction programme. There will be an emphasis on teachers having a good understanding of assessment and assessment practice within the staff development programme.

Continuing professional development may take various forms including the provision of direct face-to-face training with individuals as well as within school training and the attendance of County training e.g. writing moderation.

10. Roles and Responsibilities

Governors are responsible for:

- Being familiar with statutory assessments systems as well as how the Federation'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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Executive Headteacher/Heads of School are responsible for:

- Ensuring that the policy is adhered to
- Maintaining 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
- Making sure that arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up-to-date with developments in assessment practice

10. Wider Curriculum

Foundation subjects will be assessed at the end of each year to ensure full coverage of the curriculum and to identify where individual children are working at in relation to age related expectations.

11. Monitoring and Evaluation

This policy will be up dated in line with any new developments in the Federation and new government guidance. All staff members are expected to read and follow the policy and the Federation leadership Team will be responsible for ensuring the effectiveness of practice across the Federation, reporting to the Full Governing Body.

Examples of monitoring approaches used in school include:

- Lesson observations
- Book scrutiny
- Pupil progress meetings
- Moderation

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures

13. Assessment Yearly Plan

	Sept	Dec(End of term)	Mar/April (End of term)	May	June/July
English	Class teachers use & plan from previous year data	**Rec, Yr1 & Yr2:** Update phonics records **Yr2-6:** Helen Arkell Spelling Test **Yr1- 6:** PIRA/AR reading & Writing TA **Yr6:** Reading & SPAG SATs paper Intervention Assessments (SEN)	**Rec, Yr1 &2:** Update phonics records **Yr2-6:** SWIST Spelling Age **Yr1-6:** PIRA/AR reading & Writing TA Early March: Repeat **Yr6:** Read & SPAG SATs paper Intervention Assessments (SEN)	**Yr2 & 6:** SATS paper	**Yr1:** Phonics Screening **Yr2:** Phonics re-test **Rec & Yr1:** Update phonics records **Yr1-6:** Helen Arkell Spelling Test **Yr 1, 3, 4 & 5:** PIRA/AR reading & Writing TA (Use as evidence for TA judgement) Intervention Assessments (SEN)
Maths	Class teachers use and plan from previous year data	**Yr6:** Maths 2017 SATs paper **Yr1-6:** White Rose end of term assessments	Early March Repeat **Yr6:** Maths SATs paper **Yr1-6:** White Rose end of term assessments	**Yr2 & 6:** SATs paper	Deliver curriculum to pupil's needs **Yr1, 3, 4 5:** White Rose end of term assessments **Yr4:** Multiplication Check
EYFS	Baseline	Teacher assessment of all areas of learning	Teacher assessment of all areas of learning Teacher assessment of all areas of learning using developmental matters (pre-school)		End of Foundation Stage formal assessment (June) Transition forms completed

Foundation Subjects	**Yr1 to 6:** Access against the coverage for each subject using the progression in skills documents at the end of each unit or the end of the year

Assessments:

- Helen Arkell Spelling Test – **Yr1:** Test A, **Yr2:** Test B, **Yr3:** Test C, **Yr4:** Test D, **Yr5:** Test E, **Yr6:** Test F
  You may decide to use these assessments more regularly for identified pupils to monitor their progress
- Assessment Judgements are updated on School tracking system termly. Pupil Tracking meetings are at least termly

This policy will be reviewed biennially.