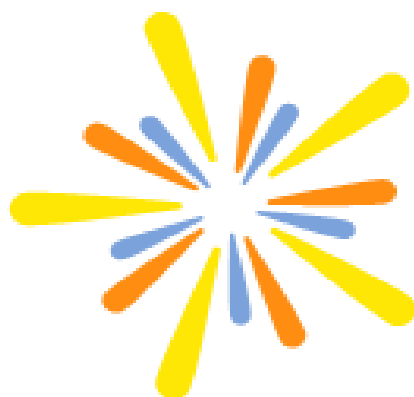


Assessment Policy



Sir Thomas Abney
PRIMARY SCHOOL

Approved by:

Sir Thomas Abney Governing Body

Date: March 2018

Last reviewed: March 2018

Next review due by: March 2020

Contents

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

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

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

Assessment is a continuous process which is a fundamental part of teaching and learning. It supports school improvement and the raising of standards of achievement and attainment for all our pupils. It should be incorporated systematically into teaching strategies in order to extend and challenge individuals, groups and cohorts. At Sir Thomas Abney, we use the National Curriculum as a starting point for the teaching and learning experiences that we provide for our children. We assess so that:

- Teachers can regularly and accurately review what pupils know, understand and can independently apply.
- Teachers can identify gaps in learning and use attainment and progress information to guide their planning, strategies and use of resources.

- We can identify pupils who are not meeting age related expectations or not making progress and provide focused intervention in specific areas.
- We can identify pupils who are exceeding age related expectations and provide opportunities for these pupils to be sufficiently challenged.
- We can provide parents/carers with clear and accurate information about their child's attainment and progress.
- We can provide data for analysis by senior leaders, staff and governors, which identifies the achievements of specific groups or in specific areas of the curriculum.
- We ensure a consistent approach to measure progress towards and against national standards.

4. Assessment approaches

At Sir Thomas Abney we use 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

Effective formative assessment enables teachers to use assessment as a tool to:

- inform short term planning
- develop lessons and teaching
- measure progress before, during and after lessons
- identify gaps and misconceptions in learning and use these to inform planning and teaching
- identify the most appropriate teaching strategies and resources for individuals, groups and the class as a whole.

Teachers are encouraged to develop and use Assessment for Learning strategies throughout teaching in order to tailor lessons to meet the needs of individual pupils. They are encouraged to develop strategies such as 'paired talk' and 'steps for depth' to promote active participation in lessons and to challenge pupils.

Teachers use feedback and questioning to inform them of pupil progress. Verbal and written feedback should engage all pupils and enable them to move forward in their learning.

Teachers have an understanding that the term 'mastery' denotes a focus on achieving deeper understanding of a topic, curriculum area or concept through reasoning and problem solving, questioning and by encouraging deeper thinking.

4.2 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 their potential. Summative assessments can be used to inform target setting and predict future attainment
- **Teachers** to evaluate learning at the end of a unit or period, class strengths and weaknesses 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
- **Parent/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

Sir Thomas Abney summative assessments include:

- Baseline assessments on entry to Nursery and Reception

- Half-termly, termly and end of year assessments (PUMA Maths, PIRA Reading, Maths Mastery unit assessments, RWInc assessments, STAR reading tests)
- Cognitive Ability Tests taken by Year 6 pupils to support with the allocation of secondary school placements

These assessments identify attainment through one off standardised tests in specific areas at any given time and provide age standardised information.

Diagnostic Assessment

Diagnostic assessments include:

- Ongoing observations of those in Nursery and Reception as well as pupils on the SEND register for the purpose of tracking progress and case studies
- EHCP and IEP reviews for pupils with SEND in order to set and review targets
- Handover Meetings and pupil progress meetings held throughout the year to set up strategies and interventions to support progress
- On entry assessments of new pupils to ensure immediate and appropriate provision

Spelling tests, times tables tests, RWInc assessments and STAR reading tests

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts and to benchmark Sir Thomas Abney against other schools nationally
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parent/carers** to understand how pupils are performing in comparison to pupils nationally against end of year expectations.

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)

This information is shared with parents, governors and other stakeholders as well as being published online.

4.4 EYFS

Assessment in the Early Years is gathered through ongoing formative assessments and takes the form of long, short and photographic observations. These assessments involve the teacher, Early Year's Educator and other adults as appropriate. The Tapestry iOS app is used as an evidence gathering tool and a way of sharing pupils' achievements with parent/carers through photographs and video. When pupils first start school, baseline assessments are carried out in the first few weeks of school. This assessment informs staff of the cohort's emotional needs, as well as academic attainment at the point of entry. This information is analysed within the Early Years' team as well as being shared with senior leaders and the governing body.

We ensure our end of EYFS assessments are reliable through:-

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity

- our assessments ensure a range of contributors e.g. parents, peripatetic teachers,
- other relevant adults
- moderation across the EYFS team
- moderation with pre-school, Year 1 teachers and the Local Authority

Parents and carers are given the opportunity to meet with their child’s teacher twice a year in a formal parents meeting and receive a written report on their child’s achievements against the Early Learning Goal achievements at the end of the Summer term. Throughout the year parents and carers are invited in to attend parent workshops and to see examples of pupils’ work. More informally staff meet with parents throughout the school year as and when necessary to discuss their child’s particular needs.

• 5. Collecting and using data

Sir Thomas Abney teachers understand that pupils’ performance information is collected termly in order to track attainment and progress. Information gathered is a culmination of both formative and summative assessment data.

Sir Thomas Abney use standardised scores in Maths and Reading. Scores are subdivided into four groups to track the attainment and progress of individual pupils.

Standardised Groups

% 115+	% 95-114	% 86-94	% 70-85
Working at greater depth	Working at expected	Working towards expected	Working below

6. Reporting to parent/carers

Parent/carers are invited to attend a parents evening in the Autumn and Spring terms to discuss their child’s achievements and attainment. Written reports are given to parent/carers at the end of the year. These reports also include, where applicable, the results from statutory assessments at the end of each key stage.

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

Teachers are kept up to date with developments in assessment practice, and how they are able to develop and improve their practice.

Regular opportunities are provided to cross moderate evidence before reaching final judgements to ensure consistency and accountability.

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 Headteacher

The 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed every two years by the governing body.