

The Priory CE VA Primary School

Inspiring a generation to learn, flourish and achieve in a caring, Christian community



Assessment Policy

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Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Ratification	
Date of last review	Nov 2020	Date of review	Sept 2021
Date of next review	Sept 2023	Maintenance	Standards

1. Core statutory guidance

This policy and procedure has been produced based on recommendations in the **Final Report of the Commission on Assessment without Levels** (Sep 2015) and in line with the '**Purposes and Principles of Assessment without Levels**'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>).

The policy also references the **Teacher Standards (2011)**:

- o know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- o make use of formative and summative assessment to secure pupils' progress
- o use relevant data to monitor progress, set targets, and plan subsequent lessons
- o give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

The policy is also in accordance with **Ofsted inspection framework**:

- When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.
- The Teacher Workload Advisory Group's report, 'Making data work',⁷³ recommends that school leaders should not have more than two or three data collection points a year, and that these should be used to inform clear actions.

2. Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, knowledge-based teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- assessment is used to focus on monitoring and supporting all children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and 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 streamlined so does not add unnecessarily to teacher workload.
- assessment is inclusive of all abilities.

3. Delivery

A range of assessments are used including 'Day to Day Formative Assessment', 'Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Key summative assessment dates are diarised in our **annual assessment calendar**.

4. Day-to-Day formative assessment

'Day to Day Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

In this way, it supports teachers to provide appropriate and timely support (corrective activities or dynamic interventions) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day Formative Assessment', we will

4.1 Support children in measuring their success against learning intentions, 'L.I.' titles or toolkits/success criteria.

4.2 Provide children with the opportunity to review their learning through the use of **growing green improvement prompts or highlighting**.

4.3 Provide children time to write self-reflection comments/self-assessment and reference pupil-friendly year group expectations in **Writing** (Y2-6) (front of Talk 4 Writing books), and **Maths** (Y2-6), (front of Maths journals) and **Reading** (front of Reading Journals) and **Science** (working Scientifically - back of project books) so pupils can take ownership of their own learning journey.

4.4 Complete ongoing assessments in **individual reading booklets** during 1:1 or group/whole class reading. In these booklets teachers keep a record of their progress against our **book banding scheme and phonics progression** until they are a confident free reader.

4.5 Monitor the effectiveness of our teaching (particularly in relation to application of key vocabulary) against our **progression of skills overview** for each subject

4.6 Ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations. In Maths lessons, this means that misconceptions will be addressed during the guided practice part of the lesson or followed up in core skills time. In Talk4Writing lessons this means that pupils will be expected to hug closely to the imitated text, until they feel confident to innovate themselves. In Reading this will be supported through additional 1:1 reading and/or smaller group phonics intervention.

A range of 'Day-to-Day Formative Assessments', will be used including, for example,

- making use of rich question and answers in whole class teaching
- Marking of pupils' work, particularly journal and portfolio work
- Observational assessments
- Regular short recap quizzes
- Scanning work for pupil attainment and development (especially in guided practice and core skills time)
- Discussions with children

- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria or toolkit, self reflection comments, use of regular cold and hot tasks at the end of lessons.
- Peer marking
- Pupil conferencing (older children)
- Use of review impact statements (what I have learnt)

5. Summative Assessment

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 course of work taught over a period of time, providing feedback on 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 pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. There are 3 assessments weeks and 3 data collection points, where our INSIGHT tracking system is updated:

- End of autumn term
- Mid year (February)
- End of summer 1 (May half-term)

A range of 'In-school-summative assessments' will be used:

5.1 Beginning of Year: We will use a beginning of year reading (**NFER**) and spelling (**VERNON**) test to baseline Y1 - Y6 children and repeat this test at the end of the year assessment week. We will complete the Reception Baseline Assessment within 6 weeks of starting school.

5.2 Termly Summative Tests: We use a series of **standardised NFER tests in SPAG, READING & MATHS (arithmetic and reasoning), once a term** to support our teacher judgements. Year 2 and Year 6 will complete exemplification SATs tests once a term, as their summative test.

Parents will have access to completed tests to support them in improving areas in need of development at home. We hope that in sharing assessment scores regularly with parents, this will help with home learning and clearly reinforce the partnership between parents and schools in supporting children's education.

5.3 Writing: Progress against year group writing pathways is assessed termly. Writing judgements will be moderated regularly as a staff team.

5.4 Science: Science review statements are written every half-term and these form the basis for teacher judgements.

5.5 IEP and SEND Reviews: Individual Education Plans are updated regularly and formally reviewed on a 6 monthly basis for pupils with SEN and disabilities

6. Nationally Standardised Summative Assessment

The school fully complies with the DfE advised timetable for national summative testing e.g. EYFS, Phonics, KS1 SATs, Multiplication tables and Y6 SATs.

These also form part of our annual assessment calendar.

7. Recording & monitoring progress

Pupil target grids are initially set in Sept using teacher knowledge of the children (and previous benchmarks as milestones e.g. EFYS, KS1). It is intended that end of year targets are aspirational but achievable.

In September 2021 the school introduced new **INSIGHT marksheets**, which are aligned with the summative tests in order to triangulate teacher ongoing assessment and summative tests. We are not using Insight to highlight each strand of the curriculum, simply to record teacher 'best fit' judgements against National Curriculum expectations based on objective data.

For most children the assessment each term will simply indicate whether they are working at or exceeding. We have introduced the following language:

- below
- just below
- on target (this is a child working at the expected level)
- greater depth (also known as exceeding)

For some pupils who are classed as 'below', to enable us to track progress, we have introduced the language of emerging, developing, secure linked to a number (which is the National Curriculum Year group) e.g. 1e = emerging at Year 1 level.

Taking Year 3 as an example, good progress across the year from different starting points, looks like this:

Term	'Below' child	'On track' child (ARE)	'Greater depth' child
Autumn	2d (developing)	just below	On track
Spring	2s (secure)	On track	Greater Depth
Summer	3e (emerging)	On track	Greater Depth

INSIGHT then allows teachers and leaders to produce termly **Pupil Progress Grids** in core subjects identifying strengths/ areas for development in cohorts / school and early identification of vulnerable pupils. The termly pupil progress grid can be checked against the original target grid to ensure good progress is maintained in **pupil progress meetings**.

Children at risk of not achieving their end of year target are highlighted. As a result of this meeting a **pupil progress action plan** is updated, highlighting the children at risk of not making good progress and actions to overcome this.

Following the updated pupil progress grids, SLT produce a **results forecast summary** and a report for Governors, highlighting current strengths and areas of development.

7. Assessment Folders

Each class has an assessment folder which contains:

- o Key contextualised information for each class (SEN register / PP / Ethnicity / EAL)
- o Assessment calendar
- o Assessment policy & any updated guidance
- o Pupil Progress grids (current and targets) & any appropriate action plans
- o Historic data for the cohort (*the cohort tracker*)
- o Any other appropriate assessment evidence/observations/records e.g. times tables tests/Vernon spelling tests/nfer reading tests

All staff working in a particular class are familiar with the contents of this folder. In the light of GDPR, these assessment folders are locked away by the class teacher when they leave school.

This data is also in digital form on g drive (in assessment folder)

8. EYFS

Children continue to be assessed formatively in the reception class where staff will add information to an assessment profile for each individual. This is daily and ongoing. In 2020-21 the school adopted the early use of the new baseline system. The class team (teacher, HLTA, TA) make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments.

Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey on tapestry to complement evidence in books. Parents and carers are able to contribute to this document.

The EYFS leader reports in pupil progress meetings on predictions for good level of development of pupils.

9. An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special education needs and any requirements for support and intervention.

10. Foundation Subject Assessment

The school continues to explore ways of assessing against progression of knowledge and skills overviews without creating an unnecessary burden on staff or meaningless tick sheets. The focus is on using formative assessment effectively against clear learning intentions, which are based on our progression of skills and the national curriculum expectations. The use and application of key vocabulary is a priority.

The school reports on strengths and areas to develop in foundation subjects to parents at the end of the year.

9. Monitoring and Evaluation of the policy

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Standards Committee.

Policy Version History

Date	Comments / Reviewed:
November 2018	New Policy written by Paul Ruffle
Sept 2019	Policy reviewed and new additions by P Ruffle: removal of ongoing assessment trackers + new multiplication checker assessment
Nov 2020	Policy reviewed by P Ruffle: no significant change. School exploring a different system to SIMS.
Sept 2021	Policy amended to include new INSIGHT tracking tool and writing pathways