School Assessment Policy

Supporting the achievement of all children at;

**LOGO**

**Example Primary School**

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| **Written Date** | **Review Date** | **Approved by** |
| 17.11.15 |  |  |
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Principles and Aims (1)

This assessment policy is designed to support teaching and learning to enable secure and robust assessment procedures are in place in school so they impact positively on the attainment and progress for all groups of pupils in school. All assessments are conducted to ensure they are purposeful in order to inform high quality teaching and learning for every child. This policy has been designed in partnership with staff, parents and pupils to enable a collaborative approach to assessment throughout the school. We use a range of summative and formative assessments to support and enhance learning within our school and meet the statutory assessment requirements for the relevant year groups. We have a strategic school improvement plan in place that uses our assessments to ensure the best outcomes for all pupils.

This assessment policy is designed to support the needs of all groups of children in our school, we do this through PPM, structured conversations, SEN reviews and daily dialogue between all stakeholders.

We are using STAT as a planning and assessment tool for Y1-Y6, for EYFS we are using EYFSP to assess our children. STAT has broken down the National curriculum into manageable steps for teachers to plan and assess and these are shared with parents and pupils regularly throughout the year.

Arrangements for the governance, management and evaluation of assessments (2)

***Formative (AFL – Teacher Assessment)***

We work collaboratively as an SLT, with our assessment lead, to ensure the policy is maintained and followed consistently within school. We share this with teachers through CPD, focused PDM and phase meetings. We monitor the effectiveness of our assessment practices through weekly triangulation, which include book scrutiny, lesson observations, planning monitoring and pre and post teach to ensure all pupils are able to access the curriculum. Half termly PDM for moderation for each core curriculum subject helps ensure the consistency and accuracy of assessment judgements. Assessments are used to reshape lessons so they best meet the needs of the learners.

***Summative (Data gathering from formal tests / STAT / assessments / SEN reviews)***

We meet all the statutory assessment guidelines, we start with EYFS baseline (Early Excellence) in YR and end of year EYFSP. In Y1 we complete the phonics assessments and those children who do not meet the national expectation are retested in Y2. We also complete the statutory assessments in KS1 and KS2. We monitor the effectiveness of our assessment practices to ensure our judgements are accurate and effective by half termly pupil progress meetings, half termly moderation meetings with staff, end of unit assessment which are in line with national curriculum that helps inform the summative judgements for each teacher. Each child is individually tracked using STAT across reading, writing, maths and SPAG from Y1-Y6.

Information about how assessment items will be collected and used. (3)

***Formative (AFL – Teacher Assessment)***

Class teachers are responsible for maintaining assessment records on the children in their class. Every half term a data snapshot is taken for every child, this is a record of what Age or Stage or Step the child is on at that time. This data is used at Pupil progress meetings to evaluate where children are in terms of their age related expectation and how much progress has been made since the last data snapshot and/or statutory snapshot.

Data is shared with SLT each half term. Data is shared with governors through head teachers reports, data reports to the data link governor and the school improvement committee each month. Information is shared with parents at parents evening and annual reports to parents. These assessment help to inform parents where a child’s strengths and weaknesses lie and help set targets for improvement.

Pupils have feedback everyday both verbally and written. Reflection time is embedded into school practice and children are expected to respond to written feedback. AfL is used to help reshape lessons and learning and can lead to children being asked to deepen their thinking so learning is embedded. Teachers use a range of formative assessment techniques to ascertain whether a child has understood or achieved the learning. This could include; entrance/ exit tickets, probing questioning, observations, quizzes, and cooperative learning where the child explains learning to another to clarify understanding and many more. Common misconceptions are addressed in lessons so children are confident in their learning. Teachers are encouraged to continue to flexibly group pupils according to the outcomes from their prior learning and reiterate in all lessons that everyone can achieve.

Structured conversations are held termly for pupil premium children and assessment information is shared with parents and carers. SEN reviews are held termly and parents and carers are invited to share information about the child.

***Summative (Data gathering from formal tests / STAT / assessments / SEN reviews***)

At Example Primary School we use summative assessment to evaluate pupils’ learning and progress at the end of a period of teaching. This will allow teachers to modify plans and future plans for different cohorts of children and ensure they are meeting their needs. Teachers use independent extended writing to evaluate the pupils learning at the end of a genre in writing, end of unit tests in mathematics, benchmarking and reading comprehension tests for reading and spelling and grammar tests for SPAG. The assessment tools can then be used to support judgements made for each child on their Step/ Age and stage. We also use long and short observations of the child. For some of our children who find accessing the National curriculum a challenge we use B-squared to monitor very small steps of progress. Parents and carers are given termly updates on the achievement and progress of their child and compared with national Age Related Expectations. The use of commercially produced materials can assist teachers with knowledge of national expectations and helps ensure greater accuracy of assessment.

Summative assessment allows SLT to monitor the quality of learning and teaching. It also allows cohorts of children to be monitored on their journey throughout school. It enables resources to be targeted to the children who need it most.

SEND children have termly asses, plan, do and review meetings with parents, teachers and SENCo to ensure the needs of the child are being met and plans are in place to ensure the child makes as much progress as possible. Targeted support is then allocated according to the outcomes of all the SEND reviews on a termly basis. Assessments are adapted to meet the needs of the child, this could be longer time to complete post assessment activities or through pre-teaching support so they can assess the curriculum at the same time as their peers.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently. (4)

At Example we have a series of PDMs for teachers to ensure assessment practices are consistent and staff are confident. The link between the three components of teacher expertise – curriculum, pedagogy and assessment are part of a CPD package being delivered throughout the course of the year. New teachers will also be inducted into assessment practices and how they link to curriculum and pedagogy. There is also a series of CPD sessions designed to support Teaching Assistants and how they can support learning and teaching in every classroom. A bespoke package of support has been designed to ensure all staff are confident in marking and feedback to children. CPD has also focused on AfL in lessons, using questioning to probe understanding and using coaching to model good assessment practices.

For mathematics we linked with a local maths hub in June 2015 to help deliver a series of training sessions for all staff. We have applied to join the mathematics mastery programme and all staff have had CPD sessions on mastery in mathematics. Through the CPD being offered all staff are using key principles of the mastery approach and the aim that EYFS and Y1 will be fully immersed int to the approach by September 2016. The aim is for each year group joining the school to become a mathematics mastery cohort. The maths lead is working alongside staff to ensure planning reflects deepening understanding for children and staff are given freedom to plan lessons that slow the pace of coverage to ensure greater understanding of concepts. Teachers are encouraged to flexibly group their children according to assessments made in the lesson.

PDMs take place on assessment each half term for each core subject, new information is shared at these and staff are given an opportunity to have professional discussions on assessment, clarification of curriculum and share good practice on pedagogy. CPD has already focused on using STAT and developing a consistent approach in school, as well as changes to statutory testing arrangements and expectations. We access moderation with local schools on a half termly basis and this ensures we stay abreast of good practice and enables us to share our own. These meetings allow teachers validate their judgements with other professionals.

Please see the PDM timetable for up to date opportunities.

Appendix 1 – A guide to assessment for teachers. (5)

At Example Primary School we expect all lessons to include elements of formative assessment (assessment for learning/ AfL). We have used Shirley Clarke, Dylan Williams and others research into AfL to support CPD in developing our approaches for AfL. Other types of formative assessment you will see in a range of lessons.

Day-to-day in school formative assessment;

* A flexible grouping approach to all lessons, so children can work at a level determined by their understanding of that concept at that time
* Entrance/ exit tickets used to determine gaps and misconceptions so they can be addressed in subsequent sessions
* A range of questions (planned for and adhoc) that can elicit understanding of content and skills
* Marking and feedback policy uses verbal and written feedback to children that they reflect on and is used to determine next steps or deepen understanding
* Teaching assistants feed through observations/ assessments and discussions to planning for subsequent lessons
* Children with SEND are given opportunities to access the learning through pre-teaching, personalised support in lessons, adapted resources and strategic interventions.

In school summative assessment;

At Example Primary School we use summative assessments to gather our data snapshots. We gather data every half term for reading, writing maths and SPAG and termly for foundation subjects. We use a range of assessment tools and techniques to support us when we make our judgements.

The tables below show when and how data snapshots are taken for each Phase in school.

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| ***In school summative assessment – EYFS (YN +YR)*** | | | | | |
|  | **Reading** | **Writing** | **Maths** | **Prime areas** | **Foundation** |
| Term 1 | Early Excellence Baseline  Ongoing observations (against Development Matters statements)  Moderation meetings with phase / local schools | Early Excellence Baseline  Ongoing observations (against Development Matters statements) Moderation meetings with phase / local schools | Early Excellence Baseline  Ongoing observations (against Development Matters statements) Moderation meetings with phase / local schools | Early Excellence Baseline  Ongoing observations (against Development Matters statements) Moderation meetings with phase / local schools | Early Excellence Baseline  Ongoing observations (against Development Matters statements) Moderation meetings with phase / local schools |
| Term 2 | Phonics screening  Guided reading records  Ongoing observations (against Development Matters statements | Ongoing observations (against Development Matters statements) | Ongoing observations (against Development Matters statements) | Ongoing observations (against Development Matters statements) | Ongoing observations (against Development Matters statements) |
| Term 3 | EYFSP  Teacher assessments used in conjunction with Exemplification materials (YR) | EYFSP  Teacher assessments used in conjunction with Exemplification materials (YR) | EYFSP  Teacher assessments used in conjunction with Exemplification materials (YR) | EYFSP  Teacher assessments used in conjunction with Exemplification materials (YR) | EYFSP  Teacher assessments used in conjunction with Exemplification materials (YR) |

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| ***In school summative assessment – Y1/2*** | | | | | |
|  | **Reading** | **Writing** | **SPaG** | **Maths** | **Foundation** |
| Term 1 | PM bench marking  STAT records for guided reading groups.  Phonics baseline using letters and sounds  SEN – B squared | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces  SEN – B squared | Y1 Phonics baseline  Y2 – Twinkl tests to support on-going assessment in writing STAT assessment grids completed  SEN – B squared | Use STAT to assess outcomes and moderate books in staff meeting.  Use alongside TA from ‘Twinkl’ end of unit tests.  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document |
| Term 2 | PM bench marking  STAT records for guided reading groups.  Phonics baseline using letters and sounds  SEN – B squared | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces. SEN – B squared | Y1 Phonics assessment as part of letters and sounds. STAT assessment grids completed  Y2 – Twinkl tests to support on-going assessment in writing  STAT assessment grids completed  SEN – B squared | Use STAT to assess outcomes and moderate books in staff meeting.  Use alongside TA from ‘Twinkl’ end of unit tests.  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document |
| Term 3 | PM bench marking  STAT records for guided reading groups.  Phonics baseline using letters and sounds  SEN – B squared  Y1 Phonic screen  Y2 SAT test | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces  SEN – B squared  Y2 SAT writing | Y1 Phonics assessment as part of letters and sounds STAT assessment grids completed  Y2 – Twinkl tests to support on-going assessment in writing STAT assessment grids completed  SEN – B squared  Y2 SPAG test | Use STAT to assess outcomes and moderate books in staff meeting.  Use alongside TA from ‘Twinkl’ end of unit tests.  SEN – B squared  Y2 SAT test | Use lesson plans to evaluate outcomes and assess according to NC document |

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| ***In school summative assessment – Y3/4*** | | | | | |
|  | **Reading** | **Writing** | **SPaG** | **Maths** | **Foundation** |
| Term 1 | PM bench marking (for Y3 only)  STAT records for guided reading groups.  SEN – B squared | Use STAT to assess independent writing (whole school writing tasks)and moderate samples in staff meeting.  SEN – B squared | Use STAT and school spelling test (Get Spelling) results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions. | Use STAT to assess outcomes and moderate books in staff meeting.  Twinkl end of units tests  NCTEM tools to support judgements  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document. |
| Term 2 | PM bench marking  STAT records for guided reading groups.  SEN – B squared | Use STAT to assess independent writing (whole school writing tasks)and moderate samples in staff meeting.  SEN – B squared | Use STAT and school spelling test (Get Spelling) results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions. | Use STAT to assess outcomes and moderate books in staff meeting.  Twinkl end of units tests  NCTEM tools to support judgements  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document. |
| Term 3 | PM bench marking  STAT records for guided reading groups.  SEN – B squared | Use STAT to assess independent writing (whole school writing tasks)and moderate samples in staff meeting.  SEN – B squared | Use STAT and school spelling test (Get Spelling) results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions. | Use STAT to assess outcomes and moderate books in staff meeting.  Twinkl end of units tests  NCTEM tools to support judgements  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document. |

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| ***In school summative assessment – Y5/6*** | | | | | |
|  | **Reading** | **Writing** | **SPaG** | **Maths** | **Foundation** |
| Term 1 | PM bench marking (where necessary)  STAT records for guided reading groups.  SEN – B squared | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces  SEN – B squared | Use STAT and school spelling test results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions. | Use STAT to assess outcomes and moderate books in staff meeting.  Post assessment maths challenges  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document |
| Term 2 | PM bench marking (where necessary)  STAT records for guided reading groups.  SEN – B squared | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces  SEN – B squared | Use STAT and school spelling test results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions. | Use STAT to assess outcomes and moderate books in staff meeting.  Post assessment maths challenges  SEN – B squared | Use lesson plans to evaluate outcomes and assess according to NC document |
| Term 3 | PM bench marking (where necessary)  STAT records for guided reading groups.  SEN – B squared  Y6 – KS2 SAT | Use STAT to assess independent writing and moderate samples in staff meeting.  Post assessment writing pieces  SEN – B squared  Y6 – KS2 SAT | Use STAT and school spelling test results. Twinkl assessment materials  SEN – B squared  Monitoring report based on spelling interventions.  Y6 –KS2 SAT | Use STAT to assess outcomes and moderate books in staff meeting.  Post assessment maths challenges  SEN – B squared  Y6 -KS2 SAT | Use lesson plans to evaluate outcomes and assess according to NC document |

Nationally, standardised summative assessment;

* EYFS baseline
* EYFSP profile reporting on GLD
* KS1 – phonics screen in Y1
* KS1 – end of key stage tests (SATS)
* KS2 – end of key stage tests (SATS).