



The Federation of Cowick and Pollington-Balne CE Primary Schools

Assessment Policy

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Policy in brief

At the Federation of Cowick & Pollington-Balne, we have adopted a Federation wide / whole school approach to assessment. This policy sets out the following:

- Why we assess children's learning
- How we assess learning

Statement of intent

We believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

Why do we assess?

- To celebrate children's success
- To provide information to support children's progress in learning
- To help our children understand what they need to do next to improve their learning
- To provide information for target setting for individuals, groups and cohorts
- To identify children for intervention (including same-day)
- To inform parents of children's progress
- To allow staff to work collaboratively to raise standards of learning for all pupils
- To contribute towards self-evaluation of the school.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support. We use assessments to inform whole-school objectives and training. We will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

The schools' assessment system takes into account the criteria of the National Curriculum (2015). Each year group teaches to age-related expectations (ARE), with adaptive teaching to meet the needs of learners who are not yet fully able to work at ARE.

Assessment consists of two main areas:

ASSESSMENT FOR LEARNING

This is an integral part of the teaching and learning process. It includes:

- Formative assessment - the information gained 'forms' or affects the next learning experience.
- Diagnostic assessment - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

ASSESSMENT OF LEARNING

- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

Roles and responsibilities

The **governing board** is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Equal Opportunities Policy.

The **Executive Headteacher** is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics check and the KS1 and KS2 tests.
- Ensuring that all statutory checks are administered correctly.
- Ensuring that test administrators are appropriately trained.
- Ensuring that test materials are received and stored securely.
- Ensuring test materials are stored securely.
- Reporting and submitting teacher assessment data.
- Submitting reviews of marked papers.
- Ensuring an annual report is sent to parents informing of pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.
- Ensuring average progress and scaled scores for reading, writing and maths data are published on the school website.
- Ensuring the percentage of pupils who achieved the expected standards or above in reading, writing and maths data are published on the school website.
- Ensuring the percentage of pupils who achieved a high level of attainment in reading, writing and maths data are published on the school website.

The **Assessment Lead** is responsible for:

Ensuring assessment procedures are correctly carried out.

The schools recording and tracking systems are up to date.

In partnership with the Executive Headteacher, the assessment lead helps to ensure that the website contains all relevant information, as well as liaising with the Executive Headteacher, subject leaders, SENCO and the class teachers to ensure that the assessment data is used correctly to support teaching and learning development and pupil progress.

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

Assessments used in school

Assessment focus	Yr group involved	Cycle of Collection
Foundation Stage-Nursey Age related assessment (Birth to 5) Arbor	Nursery	On entry and at least termly.
Reception Baseline Assessment Early Years Foundation Stage Profile Termly assessment using Birth to 5. Arbor	Reception	Autumn term On entry and at least termly.
Statutory tests Phonics screening	Y1 or Y2 as a re-sit	June each year
Multiplication Tables check	Y4	June
SATS	Y6	Summer Term (May)
Writing Assessments Arbor	All years Y1-Y6	Each term Using age related expectations and writing checklists
Reading (using Rising Stars Assessments to support TA) NFER And Phonics (Read, Write, Inc.) Past SATs papers	Y1 Y2 Y3-Y5 FS, Y1, Y2, Y2, Y6	Each half Term but reported termly Assessment on going Use of standardised test materials Read Write Inc. Assessments
GPS NFER Past SATs papers Arbor	Y1-Y5 Y2, Y6	Each half Term but reported termly Assessment on going
Maths White Rose Maths end of block assessments half termly to support TA) NFER Twinkl Arithmetic Past SATs papers Assessed in relation to National Curriculum Year groups objectives Arbor	Y1-Y6 Y1-5 Y5/6 Y2/Y6	Termly Assessment on going Using standardised test materials

Analysis and tracking

Our schools use Arbor - a management information system – as an assessment reporting tool to track pupils' progress frequently and support teachers in quickly identifying pupils at risk of falling behind.

We assess children against the following criteria:

PKS – We would assess children against the Pre-Key Stage Standards for those children working below their Key Stage

BLW – Children who are working within Key Stage, but significantly below age related expectations are assessed internally as 'Below'

WTS – Children are assessed as working towards standard when they are working within the year group below

EXS – Children are assessed as meeting the Expected Standard when they are working at age related expectations

GDS – Children who exceed age-related expectations, are assessed as working at greater depth.

Assessments are based on:

Writing – The writing frameworks for Year 2 and 6 and LA frameworks for the interim year groups (iTAFs)

Maths – White Rose Progression Skills

Reading – Federation Skills Progression (linked to Pawsome Gang / VIPERS)

Foundation Subjects: Curriculum progression maps for each subject

Assessments are carried out termly. The data is used to inform Pupil Progress meetings, which in turn inform interventions.

Children on the SEND register have small steps progress measure against Birmingham Toolkit / B-Squared.

The data is used by the Executive Headteacher, assessment lead, subject leads, the SENCo and all staff to ensure that all children are on track to achieve their targets and full potential. While it is expected that class teachers enter data onto the system and monitor the progress of each child to ensure he/she attains or exceeds their targets, moderation meetings with members of the Senior Leadership team take place at the start of the year and each term to discuss the progress of each child and use the data; to identify pupils who require involvement in intervention programmes; to support the identification of children with SEND or those who are more able, and to ensure the progress of vulnerable groups; children looked after (CLA), as appropriate.

Through the analysis of the attainment and progress recorded, as well as standardised tests, work scrutiny and lesson observations, curricular trends and areas for development are also identified which can then feed into school development plan.

REPORTING TO PARENTS

Parents are invited to attend a parents and teachers' consultation evening twice yearly to share information about their child's learning and individual targets, and progress towards National Curriculum end of year expectations.

We offer parents of pupils in Reception the opportunity to discuss their child's achievement and progress within the Early Years Foundation Stage profile with their child's teacher.

A report of progress against age related expectations is issued to parents in July, covering attainment, progress and targets.

For pupils with Education Health Care Plan or identified as SEND, Termly Support Plans are written and shared with children and their parents & annual reviews conducted in accordance with the schools SEN policy and in accordance with the SEND Code of Practice.

The schools operate an 'open-door policy' which invites teachers and parents to contact each other as and when required to discuss any concerns regarding a child's progress.

PLANNING FOR ASSESSMENT

Assessment opportunities are identified through each school's curriculum and for Foundation aged children from the Early Years Foundation Stage Curriculum leading to the assessment of the Early Learning Goals.

We plan our lessons with clear objectives based upon the teacher's detailed knowledge of each child. Differentiated tasks take into account curricular and individual targets as well as levels of ability. Our lesson plans make clear the expected outcomes for each lesson and these are shared with the children at the start of the lesson. Teachers also use Arbor as an assessment tool and notes about individual children on planning to identify any objectives not met, to allow the teacher to plan lessons or interventions to quickly address these.

MARKING AND FEEDBACK

Typically, feedback (both written and oral) has two main purposes:

1. To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
2. To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

Please see the feedback and marking policy to see the range of strategies used.

RECORDING

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We take the objectives for individual lessons from the National Curriculum, our schools have a progressive set of key skills for each area of the curriculum that match Age-Related Expectations and/or Early Learning Goals. Our teachers record the progress of each child against the expectations set. This information is continually reviewed, and passed on to appropriate staff.

Each child has their own folder where all the details of their formal and standardised assessments are kept. These are kept in the filing cabinets in the central office. Each file includes: Annual report, Baseline, KS1 and KS2 SATs results, and any other standardised tests administered along with and any other relevant information.

Termly writing, reading, maths, GPS and phonics assessments are kept by the class teacher in a designated folder and follow the child through his/her time at school.

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime areas: Personal, Social and Emotional Development, Physical Development and Communication and Language

Specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first 6 weeks of them starting Reception, usually in the Autumn term. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school. The assessment is not intended to provide diagnostic information about pupils' areas for development. The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff also enter baseline assessment data into Arbor, our data management system to track pupil progress.

EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected. They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard). The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Appendix 1

Legal framework

This policy has due regard to all relevant legislation. Please see Appendix 1.

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

This policy operates in conjunction with the following school policies:

- Federation Behaviour and Relationships Policy
- Data Protection Policy