

# ASSESSMENT POLICY

*Imagine, Believe, Achieve*

2022-23

This policy and procedure has been produced following guidance from the Standards and Testing Agency including the revised teacher assessment frameworks:

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

It also draws on research published by the EEF on ensuring high quality teacher feedback is an integral tool in assessing and extending learning:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>

It is closely inter-related with the policies for Teaching & Learning (including Curriculum), Feedback, SEND, EYFS, Appraisal.

### **Aims and Principles of Assessment in Dovedale Primary**

- To provide information to inform the school's strategic planning
- To ensure it is integral to high quality, inclusive teaching – planning is supported and informed by effective formative assessment
- To track, monitor and support pupil progress, attainment and wider outcomes and inform target setting
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To support and involve informative and productive conversations with pupils and parents
- To systematically record the overall achievements of all children and inform all stakeholders of school performance and standards
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- To encourage children to take responsibility for achievements, reflect on their own progress, understand their strengths and identify what they need to do to improve
- To enable Senior Leaders to monitor the effectiveness of teaching and learning

### **Key features of Assessment at Dovedale Primary School**

The primary purpose of assessment in Dovedale is to help all children to make progress and reach their potential. This will be achieved by considering the following:

- Assessment information is gathered from looking at what pupils already know, understand and can do to inform planning
- Using assessment to plan appropriate teaching and learning strategies
- Identify pupils who are falling behind in their learning and identify pupils who may need additional support
- Enable all pupils to make good progress and achieve well compared to age-appropriate expectations and their starting points
- Enable pupils to understand how to improve as a result of feedback

We make effective use of both formative and summative assessment approaches and ensure the correct balance of these. **At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.** Our SLT ensure that this policy reflects the latest guidance and research/innovation and therefore it is reviewed regularly. The next review will take place at the end of the Autumn term (Dec 2021).

SLT are responsible for auditing the key elements of this policy to ensure that:

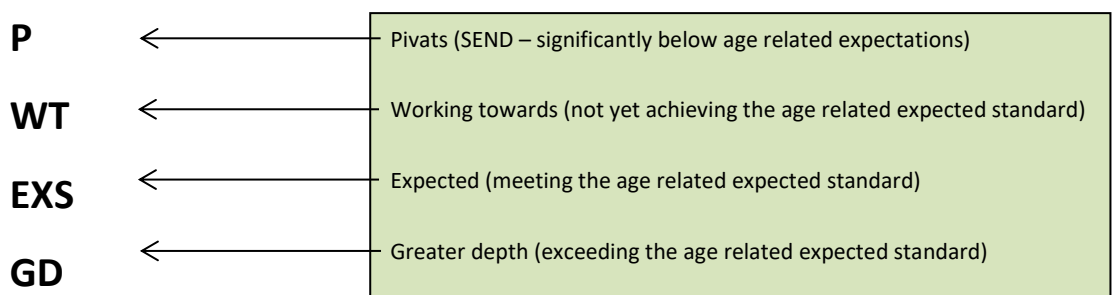
- Classroom practice reflects agreed whole school approaches to formative assessment.
- The principles of in school summative assessment are being adhered to.
- The expectations set out in the school curriculum ensures that pupil progress is being accurately recorded.
- The school fully complies with statutory requirements.
- The school liaises with other schools and ITE providers for external moderation and standardisation at regular intervals throughout the academic year.

### Daily (Formative/Assessment for Learning)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning objectives and success criteria are shared with pupils, and teachers discuss with pupils how these outcomes can be achieved. Formative assessment takes place on a daily basis and is integral to effective teaching and learning. Peer and self-assessment is standard practice throughout the school in line with the marking and feedback policy. Moderation occurs at least half termly within school in both PPA and departmental INSET, plus across both local networks (including universities) and the LA to ensure accurate standardisation.

Teachers evidence formative assessments through pupil books. Monitoring of pupil books (in collaboration with teacher discussion) forms an integral part of demonstrating when an objective has been attained and whether a pupil is secure with this. Overall assessment grades are recorded termly and correlate with pupils being on track to achieve EYE (End of Year expectations) and National Curriculum PoS. Teachers record against curriculum taught rather than year group curriculum coverage to date. The vocabulary used for grading follows national requirements for end of KS1 and end of KS2.

All teacher assessments are collated electronically on FFT which is synced with SIMS to ensure individual pupil profiles are closely monitored (see Management Information Systems).



1. Assessment will inform about pupils' knowledge and understanding of the topic, concept or skills – whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.
2. Assessment should be shared with pupils in a way that helps them to understand what they need to do to improve – orally (through targeted question and answer), in writing or through an alternative form of communication (to individuals, group or class). It must always be meaningful for pupils and manageable for teachers.
3. Assessment should have a purpose that pupils can apply to their own learning in order to impact on progress.
4. Assessment approaches should be inclusive of all abilities.
5. Assessment should be used to inform future planning and adapt subsequent teaching in lessons. It should be highly evident in written work that learning is outcome driven and therefore has a clear purpose to drive progression for all pupils.
6. The recording of assessments must have a purpose and should clearly impact on practice (teaching & learning and organisation of additional support/intervention). It therefore needs to be closely monitored and analysed by all parties involved in the education of pupils.

Typical methods of formative assessment include:

- *Data and previous work analysis*
- *Question and answer sessions*
- *Targeted questioning*
- *Ongoing observations*
- *Opportunities for pupils to make their learning visible, for example, on mini-whiteboards*

- *Discussions between staff working with groups of pupils*
- *Peer and self-assessment*
- *Verbal and written feedback*
- *Outcomes of lessons – adapting of subsequent teaching to ensure misconceptions addressed, concepts revisited, learning embedded. Setting high expectations for all.*
- *Knowledge reviews*
- *Planning of pre-learning activities*

## **Summative**

This gives a broader view of progress for the teacher and learner using national standards and expectations. It may be undertaken by teachers at the end or beginning of a period of work, through optional tests or as part of nationally standardised statutory assessments.

### STATUTORY

- Reception Baseline (Statutory from Autumn 2021 – Communication, Language & Literacy, Mathematics)
- Completion of Early Years Foundation Stage Profile
- Key Stage 1 and 2 National Tests (Year 2 and Year 6 SATS)
- Year 1 Phonic Screening Test
- Year 4 online multiplication check
- Reporting to Parents – verbally during face-to-face meetings (Autumn & Spring terms), written end of year report (Summer term). Dispositions and attitudes to learning reported in addition to curriculum attainment.
- End of KS2 swimming 25m
- SEND assessments and reporting to parents including P Scales/engagement model
- Termly teacher assessment in all curriculum subjects in all year groups

### NON-STATUTORY

- School-devised entry baseline against Development Matters
- Wellcom language screening for whole of EYFS – continued into Yr1 as appropriate
- Optional SATS and SATS papers from previous statutory tests
- Writing assessment – using EYE criteria and planned against content taught through Read to Write programme
- RS PIRA (progression in reading assessment) – end of term Yr3-6
- RS PUMA (progression in maths assessment)
- RS GAPS (Grammar, Punctuation, Spelling) end of term Yr3-6 (online)
- Read Write Inc. Phonic and Spelling Assessments – every 6 weeks with review of groupings and targeted support implemented in response. Individual and cohort tracking of progress in phonics.
- NCETM end of unit assessments (informal and as appropriate e.g. during SODA)
- Number and letter formation assessment (EYFS/KS1)
- High frequency/common exception/challenge word reading and spelling assessment (EYFS & KS1)
- Intervention entry/exit tests e.g. Sandwell Number Age, DRA (diagnostic reading assessment)
- Diagnostic Assessment tests e.g. Renfrew Language assessments, visual stress tests, dyslexia screening

*All tests are undertaken in collaboration with teacher assessments to ensure an accurate reflection of attainment and progress is gained from a variety of sources. This is then used to drive subsequent teaching with a focus on addressing gaps in learning and misconceptions.*

## **Assessment in EYFS**

Baseline: Children are assessed on entry in line with the statutory NFER Reception Baseline to assess their level of development at the beginning of their formal schooling in order to measure progress when the children leave KS2. Teachers also use the transition period into school to establish where each child is in relation to ARE (Development Matters). All children undertake a Wellcom language screening with relevant pupils identified for specific intervention with trained staff.

Formative Assessment: Assessment in EYFS is predominantly based on teacher's professional judgement but also encompasses the contributions of the child, parents and a range of adults across the setting. Practitioners reflect on

the knowledge, skills and understanding that each child demonstrates in the course of everyday learning to plan for next steps. Where a child's learning is embedded and secure, the child is likely to demonstrate this consistently in a range of situations.

On-going formative assessment is at the heart of our practice in Reception.

- Is flexible and responsive to each child's learning needs through astute observation which is quickly acted upon in order to accelerate progress.
- Clearly identifies the next steps in each child's learning
- Includes information and observations (from guided sessions and continuous provision) of children's achievements to inform the next stage of planning.
- Reflects, supports and extends individual children's current interests (where possible), learning styles and the stage of development of each child.
- Enables all staff to contribute, understand and articulate why experiences have been planned.

Guided sessions enable teachers to work with small groups or individual children on their immediate next steps. Evaluations are then used to inform subsequent sessions. Additional support is provided for any child considered at risk.

Summative Assessment: This is based on a holistic view of what a child can demonstrate against each ELG at the end of the Reception year. Teachers look at the whole description for each goal to determine whether this best fits with their professional knowledge of the child. ELGs are interconnected, meaning that children typically demonstrate attainment in more than one area of learning when engaging with a particular activity.

Each child is assessed and tracked against the seventeen Early Learning Goals:

- Emerging (working towards the age-related expectations)
- Expected
- High Expected (school tracking purposes only – not reported to parents or LA)

A child has achieved a GLD (good level of development) if they achieve at least expected in all of the prime areas and the specific areas of Literacy and Mathematics. The ELGs are what a child is assessed against at the end of the academic year in Reception and is not used as a curriculum.

Teachers are articulately able to explain how they have reached their summative judgements rather than proving this through physical evidence. Some sources of recorded evidence include examples of writing which are used to support judgements.

### Management Information Systems

At Dovedale Primary School we use FFT online assessment system to record and track pupil progress in all year groups. This is synced with the school administration system of SIMS thus enabling analysis of pupils by key characteristics. Teacher assessments are recorded termly, as appropriate, and based on pupil outcomes against curriculum objectives taught. Pupil progress is monitored via the ongoing monitoring cycle, pupil progress discussions, and termly analysis of teacher assessments.

Attainment is tracked using a 4 point scale:

<b>Below the age-related expectations (SEND)</b>	<b>Working towards age-related expectations</b>	<b>Meeting/Attaining age-related expectations</b>	<b>Exceeding/Working at greater depth in age-related expectations</b>
<i>Pre-Key Stage Pivots/Engagement level</i>	<i>WT</i>	<i>EXS</i>	<i>GD</i>

Teacher assessments and summative assessments are tracked simultaneously with both equally valued and used to inform teaching and intervention. All summative and termly teacher assessments for Reading, Writing, Mathematics, SPaG are to be recorded on FFT. Online Rising Stars test data is synced through the Wonde platform onto the same system. Additional non-statutory test data will be saved electronically by class teachers in a shared assessment folder for viewing by subject and senior leaders.

All assessments are analysed in order to identify gaps in learning and ascertain potential trends with regard to specific groups or cohorts. Collaboration between SLT, Inclusion team and teachers ensures effective actions are then implemented to address particular needs and impact of these monitored closely in order to instigate changes where necessary.

### **Pupil Progress Discussions**

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason regular informal meetings/discussions are scheduled between class-teachers, SLT and the Pastoral team. The progress of individuals and specific groups of pupils is discussed in relation to assessment data, pastoral issues, medical/healthcare needs and attendance. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, focus groups (see below), key stages and subject areas are collated and actioned as necessary. Provision Maps are analysed to ensure that all groups of pupils with SEND are provided with the necessary interventions, in addition to evaluating the impact of these interventions.

### **Tracking of groups**

All pupils are individually tracked at least termly with a focus on particular groups:-

- Boys
- Girls
- Pupil Premium (Disadvantaged Pupils)
- SEND
- EAL
- Term of birth
- More Able/Greater Depth
- Multiple groups

### **Parental Partnership**

Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term 2 (immediately after the half-term break); an informal face to face or telephone call meeting to discuss transition to the year group and to ensure that parents understand their child's strengths/targets and performance against year group expectations.
- Spring Term 2 (just before the Spring break); a more formal meeting where parents discuss their child's progress towards curriculum targets in relation to end of year expectations and have the opportunity to view recorded work in books.

Written reports are sent to parents at the end of the academic year in July. These reports inform parents of their child's progress, achievements, dispositions/attitudes to learning and future targets. There is also an opportunity for parents to discuss with teachers any issues arising from this report.

Parents are encouraged to contact the class teacher at any time (through email/telephone in the first instance), should they have any concerns/queries. Meetings are also scheduled as appropriate with the Inclusion Manager or members of the Pastoral team for pupils who are identified as needing additional support in their academic learning, learning behaviours or social/emotional wellbeing.

## Roles and Responsibilities within Assessment

*The entire SLT team are responsible for ensuring an accurate and effective implementation of this policy. It is monitored rigorously through discussions with staff, analysis of data, pupil progress meetings, lesson observations, learning walks, pupil voice and work scrutiny.*

### SLT:

- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training ensuring development of practice and effective use of assessment systems
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with year group leader, subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Set challenging whole school targets
- Monitor the quality and accuracy of assessment through engagement with a range of external moderation
- Report to Governors on all key aspects of pupil progress and attainment, including current standards and trends
- Hold teachers to account for the progress individual pupils towards their end of year expectations during appraisal and pupil progress meetings
- To ensure that there is an up to date and accurate recording of pupils outcomes

### Year Group Leaders & Subject Leaders:

- Lead whole staff moderation meetings in their subjects
- Monitor consistency of standards across the school, through work scrutiny
- Develop an exemplification of standards file for their subject
- Be the contact person for their subject for the LA
- Analyse KS1 and KS2 SATs results and termly tracking information in their subjects
- Develop assessment and tracking systems for their subject which uses the same terminology as the assessment policy
- Advise staff of outcomes of assessment
- Produce reports to SLT and governors regarding standards and progress in their subject

### Class Teachers (in line with Teacher Standards):

- Make on-going assessments to inform their daily and weekly planning
- SEND pupils (working more than 2 years below the ARE) to be assessed and tracked using PIVATs and one page profiles updated accordingly. Liaise with Inclusion team to ensure suitable provision which is proving to have impact on outcomes
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- Administer statutory tests/assessments in relevant year groups
- Administer non-statutory/assessments and provide outcome data to year group leaders
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress in line with the marking policy
- All books are marked prior to subsequent lessons with marking used to adjust planning in order to meet the needs of the pupils
- Mistakes and misconceptions are picked up within lessons and addressed.
- Pupils are given opportunities to self-assess their work and this impacts on progress.
- Data is analysed effectively to identify intervention groups and additional support.
- Next steps are clearly linked to pupils' targets.
- Know and implement the schools assessment procedures, including the implementation of all marking requirements.
- Monitor the progress of those they teach and use monitoring information to raise levels of attainment.
- Use marking, assessments, reports and plans to provide pupils with accurate and constructive feedback on strengths and areas for development.
- Actively engage in pupil progress meetings to raise levels of attainment and progress.
- Use school local and national statistics to evaluate the effectiveness of their teaching.
- Set relevant targets for groups and individuals based on prior attainment.
- Use data to inform and adapt lesson plans.

### Year Group Leaders

- Monitor assessment practices, including marking and strategies used in lessons to ensure consistency of standards across the year group
- Collate assessment collection across the year group and share this with a plan of action with the assessment and curriculum leaders
- Use assessment to inform and drive PPA discussions and future planning
- Identify pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Interrogate analysis of data including progress and attainment of vulnerable groups
- Be involved in pupil progress meetings with each year group and discussions regarding progress of groups and individuals

- Review the outcomes of summative assessments
- Prioritise key actions to address underachievement of individuals and groups and accelerate progress

Inclusion Manager

- Co-ordinate the identification and assessment of children with SEND and EAL
- Monitor and evidence effectiveness of interventions through tracking, pupil voice and teacher feedback
- Lead interventions where professional teaching skills are necessary
- Liaise with LA and stays up to date with available intervention schemes
- Link with parents to ensure they are kept fully informed with regard to intervention programmes and their impact
- Co-ordinate support staff/Inclusion team interventions
- Meet regularly with relevant staff to ensure the smooth running of interventions and ensure effective impact
- Support teaching and non-teaching staff in planning and delivering learning opportunities for children with SEND/EAL
- Monitor classroom provision for SEND/EAL pupils
- Track and analyse progress of pupils with SEND/EAL

Support Staff

- Provide feedback to the teaching staff on progress and attainment of pupils and outcomes of learning activities
- Seek guidance and support from teaching staff and the Inclusion team on adapting activities to suit the needs of specific groups of pupils

**Roles and Responsibilities within Assessment**

