



St Anne Stanley CE Primary School

Assessment Policy

The purpose of this policy is to support:

- staff in ensuring a consistent vision of assessment in our school
- parents in beginning to understand how well their child is doing compared to age related expectations.
- staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time.

Primary purpose of assessment in St. Anne's Primary School is to help the learner 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
- Will be informed by their parents/previous providers as appropriate
- Be used to plan appropriate teaching and learning strategies
- To identify pupils who are falling behind in their learning
- To identify pupils who may need additional support to 'catch up' with their peers
- Enable all pupils to make good progress and achieve well compared to age appropriate expectations
- Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers.

The principles of in-school assessment

St Anne's will make good use of formative and summative assessment approaches and ensure the correct balance between these two approaches.

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.**

Formative Assessment is not just assessment that involves only marking and feeding back judgements. It is bound into the next steps, looks forward as well as back, and is closely allied to forward planning.

The policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in St. Anne's Primary School.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment

Assessment in St. Anne Stanley CE Primary School will:

- Enable individual pupils to make progress in their learning.
- Relate to shared learning objectives.
- Be underpinned by confidence that every child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do independently, appropriate to their age.
- Involve success criteria that is shared and, that work is assessed against the success criteria.
- Include reliable judgements about how learners are performing, related where appropriate, to national standards.
- Involve both teachers and pupils in reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively, by using assessment outcome, to develop next steps.
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels.
- Enable parents to understand and be involved in their child's progress.
- Ensure that our practices in this area are fully inclusive.

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, sample groups and whole classes, depending on the context.

These outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress.

The outcomes of summative assessments are reported to the Senior Leadership Team (SLT). These outcomes will be shared with parents during Parent Consultation meetings and in each pupil's Annual Report.

Assessment Leader is responsible for ensuring that:

- Each class teacher uses the Programmes of Study (PoS) as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed, as the schools on – going assessment.
- Summative Assessment tasks are carried out and that the resultant data is collated centrally on a termly basis.
- All staff are familiar with current assessment policy and assessment practice is current with the new mastery approach.
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified.
- Key actions to address underachievement of individuals and groups is prioritised.
- Governors are regularly informed on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Leader are jointly responsible for:

- holding teachers to account for the progress of individual pupils towards their end-of year expectations at mid-year and end-of-year pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate.
- Monitoring standards in their subject according to the expectations set out in the National Curriculum

Outline of the Assessment Framework

Senior leaders and the Assessment Leader will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. Assessment is at three levels in the school.

On-going - the day to day process of reviewing lesson objectives to see who has achieved them, then planning next steps using the new POS in the National Curriculum.

Periodic - periodically reviewing day to day assessments and standardising them against this guidance to ensure a consistent understanding of how to make judgements within school and between schools. End of Year standardised tests in KS2 (NFER). This system should mirror transitional arrangements at end of key stage.

Transitional - when children are assessed against national standards at the end of the key stages (SAT's).

To ensure Teacher Assessment (TA) judgements are robust, in year moderation is organised with our partner primary schools through the Assessment Project referring to the Local Authority Periodic Assessment Guidance.

To ensure robust comparison of outcomes over time, the school will be adopting standardised testing of benchmark groups in KS1 and this will be used to further quality assure teacher assessment.

The use of end of year standardised tests across KS2. These tests will be provided by the schools baseline provider to ensure consistency and validity of outcomes across the age groups.

New strategies and innovations will be implemented, as appropriate, in response to the new national requirements. Regular, rigorous moderation will take place internally led by the Assessment/ Subject Leaders as appropriate.

The impact of these sessions is: to support teachers to improve the accuracy of their summative assessments as well as teacher knowledge and expertise in the new approach.

Management and evaluation of assessment policy and practice

The Assessment Leader, in consultation with the SMT, should ensure that the school policy reflects the latest guidance and research/innovation. The Assessment Leader will be responsible for reviewing the policy regularly.

The next review will take place in October 2019.

The Assessment Leader will audit key elements of the policy and report to the SLT to ensure that:

- Classroom practice is reflecting agreed whole school approaches to formative assessment.
- The principles of in school summative assessment are being adhered to.
- That the use of sampling is established to reduce teacher workload
- That the school is complying with statutory requirements.

During these audits, practice will be identified at 4 stages

Exploring – the policy’s implications are being considered and changes identified (plan)

Developing – the policy is being adhered to some of the time

Establishing – the policy is being adhered to most of the time but not always consistently

Embedded – the policy is being consistently applied

These terms will be used to identify key stages of development and evaluation of the assessment section in the SDP.

The Quality Assurance of Standards

The expectations set out by the school curriculum will need to be robust to ensure that children’s progress is being accurately recorded and are free from bias.

Quality assuring teacher assessment in the non-reporting years

EYFS - The school will standardise against the EYFS outcomes in the early years to ensure consistency with the EYFSP .

Baseline scale scores will be used to indicate which broad group, children should be placed in. This will allow the school to standardise within and between schools.

KS1 & KS2 The school has adopted the periodic assessment guidance to allow the school to standardise within and across schools across KS1 and KS2.

The school will use sample testing to allow the consistency of teacher assessment to be evaluated across KS1 and KS2.

Quality assuring standards in Reception, Year 2 & Year 6

In these year groups, the school is required to follow the guidance outlined by the Standards and Testing Agency (STA) through the assessment and reporting arrangements. This guidance is updated each year.

- The school will ensure that school practice in teacher assessment is in line with the Standards and Testing Agency guidance for **effective practice** in the moderation of teacher assessment.
- The school will ensure that testing at KS1 and KS2 is in line with the STA guidance for effective administration of the end of key stage tests.

Reporting outcomes to parents and outside agencies- The schools will report the outcomes in each year group in five broad groups

At significant risk of delay – those children not working at age related expectations

At risk of delay – those children beginning to work within age related expectations but not yet secure

On track – those children working securely at age related expectations

Above – those children showing a greater depth of understanding of age related expectations

Significantly above – those children who have progressed further and are working beyond age related expectations.

It should be noted that as the school has moved to an **age appropriate curriculum** it is anticipated that large shifts of children will take place over time rather than in year.

Special Educational Needs and Disabilities

- When assessing attainment, tracking and setting learning targets for pupils whose performance lies outside national expectations PIVATS will be used.
- PIVATS is aimed at supporting pupils who are making well below national expectations for their age due to aspects/ attributes of SEND.
- PIVATS provides a structural approach to assessing, planning for learning, tracking and measuring small steps in attainment.
- PIVATS recognises achievement and can contribute to closing the gaps in pupils' attainment.

English as an additional language (EAL)

- EAL children will be assessed using the EAL Assessment Framework produced by NASSEA. This assessment tool is intended to inform practice and to enable practitioners to show how far pupils learning through EAL have progressed, especially where their progress does not show up when the pupils are assessed in the same way as their peers.
- EAL assessment is carried out by observing the way the pupil reacts to lesson content and how far the pupil can express content in English. It is fundamentally linked to learning the curriculum and to learning behaviour in class.

inciples of in-school Summative Assessment

- Summative assessment will take place 3 times a year.
- It will involve both teacher assessment and standardised testing.
- It will be used to MCP, evaluate the curriculum and identify next steps.

1. The assessment should be purposeful – *to inform the teachers planning responsible for these pupils the following year or for senior leaders to evaluate curriculum teaching and learning or for reporting to parents.*

2. The assessment should identify children's attainment against expectations - *how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression or useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. The assessment should be useful to support broader progress, attainment and outcomes for the pupils - *how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class or progress against previous assessment data.*

4. The assessment outcomes should be communicated to pupils to and contribute to pupils' understanding of how they can make further progress in the future - *as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding or using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.*

5. Assessment outcomes should be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs - *how might you communicate to parents that a child who got standardised score of 99 on the test has actually done quite well considering their starting point or how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills.*

6. Assessment outcomes should be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes- *how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs provision mapping and hence school improvement.*

Annexe 1 principles of assessment

Principles of in-school Formative Assessment

- The approaches will reflect research based effective strategies
- The use of sampling for on-going quality assurance of teacher assessment
- The use of indicator children (benchmarking) and sampling techniques to reduce teacher workload.

1. Assessment will inform about pupils' knowledge and understanding of the topic, concept or skill - *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 - *whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*

3. Assessment should have a purpose that pupils can apply to their own learning - *building in time before the assessment, to ensure pupils are prepared for it in a way which clarifies its purpose, and after the assessment, to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*

4. Assessment approaches should be inclusive of all abilities - *finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or in discussion with the pupil.*

5. Assessment should inform planning for future lessons - *How could I improve, adapt or target my teaching, identifying which pupils to target for additional support or which areas of the topic to recap.*

6. Assessment should identify gaps in knowledge and understanding where learning is secure - *assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or providing opportunities for exploring a concept in greater depth before moving on to new work*

7. The recording of assessments must have a purpose – *it should not be assumed that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple. Formative assessment does not have to be recorded using the same scale or terminology as summative assessment.*