

ASSESSMENT POLICY

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>)

Aims and Principles of Assessment

The progress of children is closely monitored to provide the best possible opportunities and high levels of support for our children.

The aims and principles of assessment in our school are:

- For children to show us what they know, understand and can do in their learning.
- To allow our staff team to provide learning opportunities that reflect the needs of each child.
- To share with children their next steps in learning.
- To contribute to accountability data.

Delivery

We use three broad overarching forms of assessment:

- Day to Day In- School Formative Assessment
- In-School Summative Assessment
- Nationally Standardised Summative Assessments

Day-to-Day in-school formative assessment

Day to Day In-School 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 support (corrective activities) 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 In-School Formative Assessment, we will:

- Support children in measuring their knowledge and understanding against learning challenges and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
- All children will be able to answer the questions; *I know what I am doing well in this area* and *I know what I need to do to improve my learning in this area*.

A range of Day-to-Day In-School Formative Assessments, will be used including, for example:

- making use of rich question and answers
- Marking of pupils' work, particularly using tickled pink (highlighting areas of success) and green for growth (highlighting development/improvement areas)
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, writing comments, self-marking against agreed success-criteria
- Peer marking
- Journaling

EYFS

Children take the statutory Reception Baseline Assessment within the first few weeks of joining school in September.

They also complete termly summative PIRA/ PUMA assessments in maths and reading and half termly RWI assessment.

A profile is created for each child giving an holistic view of all their learning. Each time an observation is made the children are assessed against the Prime and Specific Areas of Learning as well as the Characteristics of Effective Learning (CoEL) during Forest School sessions.

At the end of the year their learning is collated and assessed against the 7 areas of the learning. This information is shared within school.

Parental Involvement

Within EYFS tapestry is used evidence learning and inform parents of formative progress.

We have two Parent/Teacher Consultation evenings each year although parents are able to make an appointment to speak to teachers about their children's learning at anytime.

In-School Summative Assessment

In-school 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. In-school 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.

A range of In-school-summative assessments may be used including, for example:

- End of term and year tests (Reading, Maths, SPaG)
- Short end of topic or unit tests or tasks
- Independent Writing Assessments each half term
- Reviews for pupils with SEN and disabilities - Bsquared
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

Materials used within school include PiRA, PUMA and GAPS assessments as well as Maths No Problem Assessments

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance. In usual times a range of Nationally standardised summative assessments may be used:

- Phonics Screening test in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (no longer mandatory)
- Multiplication Tables Check Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2
- ELG in EYFS

Pupil Progress Meetings

These take place termly and are an opportunity for staff and SLT to discuss the progress being made across the school. Potential barriers to, or gaps in, learning are spotted and addressed.

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 and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Parent Consultation Evenings

Parent Consultation Evenings take place twice a year, in the Autumn and Spring terms. This is an opportunity for teachers to share information regarding their children's learning alongside examples of work. During times when this is not possible meetings will be held remotely.

Reports to Parents

At the end of each year, parents receive an annual report detailing progress and achievements across the curriculum. This report also includes a learning behaviour assessment and a mini-report from the children individually about their own learning. Parent/Carers are encouraged to provide feedback to the school.

Monitoring and Evaluation

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.

September 2023

Review September 2025