



Assessment Policy

Date implemented: September 2017

Member of staff responsible: Curriculum Manager (Assessment)

Governor responsible: Policy and Curriculum Working Group



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Vision statement

A small school with a 'can do' attitude.

I can do all things through Christ who strengthens me - Philippians 4:13

Values

These are the Christian Values that you believe are both taught and learnt in our school. To

be:

Faith

Love

Respect

Empathy

Honesty

Courage

Ethos

" a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world."

Sir Jim Rose 2010.

"It goes without saying that Assessment goes hand in hand with the curriculum; but it is high quality *formative* assessment that goes to the very heart of good teaching."

John McIntosh CBE 2015

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-finalreport>)

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment) .
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used effectively including 'Day-to-Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Assessment in Practice

At Cadmore End School, 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:

- support children in measuring their knowledge and understanding against learning objectives 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
- record and report progress to parents via rungs in Learning Ladders; providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve

We hope that Learning Ladders at Home (launched to parents early Spring 2018) will clearly reinforce the partnership between parents and schools in supporting children's education.

We use a wide range of Day-to-Day In-School Formative Assessments, including:

- Use of 2-Simple Software in EYFS
- Referring to assessment of rungs within Learning Ladders in Reading, Writing and Maths
- Making use of rich question and answers
- Marking of pupils' work (see Marking and Feedback policy)
- Observational assessments
- Mini-plenaries
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment
- Peer marking
- KS1 and KS2 Pupil-Teacher Progress meeting (personalised to the child, at least half-termly)

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 individual pupil outcomes) and the impact of their own teaching (based on whole class 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 will be used, including:

- A Baseline Assessment in Reception (in line with Development Matters)
- Reading Age test, annually in KS1 and KS2
- Half termly Spelling, Punctuation and Grammar assessment KS1 and KS2
- NFER tests, years 3-5
- End of year Summative teacher assessment for Writing, Science and RE KS1 & KS2
- End of Year Summative Assessment in reading and mathematics Years 3-5
- Half termly assessments of EYFS Profile
- Half termly tests in line with curriculum coverage (Maths, Science)
- Half termly independent writing assessment
- Phonics assessments in line with Letters and Sounds Phase (word reading)
- Comprehension conversations (personalised to the child, at least half-termly)
- Reviews for pupils with SEN and disabilities
- Termly monitoring of learning ladders with Senior Leaders (including focusing on key groups such as Pupil Premium, AGT, Traveller children etc.)
- End of year annual reports outlining progress and attainment of children in relation to EYFS Profile and National Curriculum age related expectations.

Nationally Standardised Summative Assessment

Nationally Standardised Summative 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.

A range of Nationally Standardised Summative Assessments will be used, including:

- A Phonics Screening Test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1 and Key Stage 2
- National Curriculum tests (SATs) at the end of Key Stage 1 and Key Stage 2 (these will help inform the teacher assessments as listed above)

Recording Assessment Outcomes

Staff make effective use of 'Learning Ladders', which have been personalised to our curriculum and are in line with National Curriculum and age related expectations, to record assessment outcomes. (See 'Learning Ladders information leaflet' for further details about how the system works). Just as assessment is a continuous process, Learning Ladders are also updated on an ongoing basis so as to reflect each child's attainment and progress in Reading, Writing and Maths. To support KS1 and KS2 staff further, we have adopted 'Assessment and Progression' documents which offer additional guidance of what to look for in relation to each 'ladder rung' at each assessment point. This ensures a consistent approach when assessing whether each child is working towards expectations, meeting expectations, exceeding expectations or working at greater depth.

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 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. The school makes significant use of technology to assess and in order to support staff training in the use of Learning Ladders and 2-Simple will be given. 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.

Teachers in EYFS, Year 2 and Year 6 will receive additional training on moderation of writing.

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, reporting to the Governing Body.

EYFS

With a cohort over 10 pupils, the reception teacher will complete the Early Excellence Baseline Assessment (EEXBA) in the first half of the first term. From the outset, all EYFS staff will observe children and make assessments of their abilities using Development Matters (DM) in the Early Years Foundation Stage (EYFS). DM is non-statutory guidance material which supports practitioners in implementing the statutory requirements of the EYFS. The e-profile program is completed every half term and used to report the end of year assessment (Early Learning Goals) to the Local Authority in June. Reception teachers use '2buildaprofile' and handwritten assessment notes to collate observations, and then the teachers review children's progress in weekly meetings, which is then formally tracked each half term.

Records

Records are kept in the following ways:

- Year Group Assessment folders by the class teachers and Headteacher
- Learning Journeys in EYFS

Reporting

Formal reporting takes the following forms:

- Termly consultation evenings where parents are offered a time for personal discussion with the teacher and are informed of their child's personalised targets. (TLC's)
- An annual written report by the class teacher to the parent detailing the child's progress as well as record the set targets, achievements and other activities. The report sets general comments on; attitudes to learning, relationships, behaviour, key strengths and areas for development.
- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also being provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DFE according to statutory regulations.
- The school prospectus and website contains the above information and serve to inform the wider public.
- Work scrutiny.
- Whole school moderation.

Appendix 1: calendar

SEPTEMBER	<ul style="list-style-type: none"> • Pupil Progress Meetings/SEN Meetings • 11+ • EYFS Baseline • Common exception spellings (2017 only) • KS1 teacher and pupil consultation
OCTOBER	<ul style="list-style-type: none"> • End of half term Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders • Parent consultations
NOVEMBER	
DECEMBER	<ul style="list-style-type: none"> • End of half term Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders • E-profile • Common exception spellings
JANUARY	
FEBRUARY	<ul style="list-style-type: none"> • End of half term Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders
MARCH	<ul style="list-style-type: none"> • Parent consultations
APRIL	<ul style="list-style-type: none"> • End of half term Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders • E-profile • Common exception spellings
MAY	<ul style="list-style-type: none"> • KS 1 & 2 Statutory Assessments • In school End of Year Summative Assessments
JUNE	<ul style="list-style-type: none"> • End of half term Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders • KS1 phonics check • Moderation of EYFS Summative
JULY	<ul style="list-style-type: none"> • End of year Pupil Progress/SEN Meetings • End of half term teacher summative assessments in; Reading, Writing, Maths, Science and RE in Learning Ladders • Common exception spellings • Report to parents • Handover meeting
CONSTANTS	<ul style="list-style-type: none"> • Formative assessment in Reading, Writing, Maths, Science and RE and other foundation subjects are used on a weekly basis by all teaching staff. • Intermediate tests set by teaching staff. • PM Benchmarking for individual readers ongoing • Pupil targets in reading, writing and maths updated.