

Assessment Policy



2019-2020

Assessment Policy

Aims:

- To clarify whole school assessment arrangements and expectations
- To embed methods of assessment to drive progress and achievement
- To conduct consistent approaches to assessment across school making data accurate, meaningful and manageable

Introduction and philosophy: assessment at the heart of the learning experience

We believe assessment is:

- Integral to and at the heart of, curriculum excellence in both design *and* delivery.
- Assessment is **one of the core aspects of any 'good' lesson**
- Vital for the acquisition *and* development of skills, knowledge and understanding.

Our Core Assessment Principles: know the reason 'why'

Principle 1: *Assessment is the key driver to inform our teaching and impact pupil learning*

- Assessment is central to our curriculum provision, continually **informing** our short-term planning, **shaping** our medium term planning and **defining** our long-term overview.

This will be achieved through:

- Clear learning intentions within each journey of learning.
- Use Insight to plan next steps for learning.
- The effective use of verbal and written feedback which requires pupils' to respond to improve their understanding and learning.
- Using the analysis of assessment to inform further development of our curriculum and improvements in teaching and learning.

Principle 2: Assessment must inform the actions we take to close ‘the gap’ between the current position and expected outcome standards

- Assessments must be analysed to identify gaps in learning and analysis acted upon.

This will be achieved through:

- Analysing assessments (Insight/assessment papers) and acting on this information to close the gap between a pupil’s current learning, addressing needs and the expected learning.
- Whole class or individual feedback which must be used by pupils to improve the quality of their work.
- Building time into schemes of learning to allow for whole class re-teaching and pupils’ response to feedback.
- Interventions should occur close to the event and predominantly in the classroom.

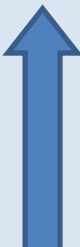
Principle 3: Data collection must be meaningful and manageable

- Use Insight to collect data to inform next steps for pupils.
- Assess at the end of a unit of work or period of learning to ensure that data is a true reflection and based on children’s understanding and application.
- Summative assessment (drops) will be collected three times a year.
- Determining current assessment data towards the end of Key Stages 1 and 2 at a pupil, subject and school level. These will be reported to parents and governors.

This will be achieved by:

- Assessment data will be used to inform classroom practice and planning.
- Using termly Learning and Standards Reviews, as a vehicle to monitor pupils’ progress during the year.
- Use feedback strategies to help children move forward with learning.
- Staff working together in year groups to make judgements on progress and gaps for children within their cohort.
- Using self and peer assessment and feedback effectively.
- Senior Leadership ensuring staff have the time and professional development, built into our annual calendar, to deliver the Policy effectively and efficiently.

The Assessment Scale

Quality of Assessment	Formative Assessment for Learning	Summative Assessment of Learning	Assessment for NC benchmark	Assessment of the teacher/ learner dynamic	Assessment focus to close the GAP
 Increasingly higher quality use of assessment	Personalised Feedback and DIRT related to challenging success criteria	Pre-Planned and periodic to enable analysis and timely action (termly in line with DfE guidance)	Moderated (internal/external) and standardised (external) to generate diagnostic and support formative assessments	Triangulated Feedback impacting upon learning targets and curriculum provision	Defining learning excellence to gauge outcome and elevate where children are expected to be
	Generic comments based	Common and cumulative	All in or accounted for	Helps the teacher to develop pedagogy and practice	Consistency of approach and application
	Tick and Flick Acknowledgement	Idiosyncrasies	Undefined and 'ad-hoc'	Largely ignored	After-thought, lengthy time lapse between experience and feedback

Assessment overview

Across an academic year, there are four assessment points in total but only 3 of these are 'core' in line with DfE guidance.

- **September Baseline judgements**
 - *Practitioner Lead baseline Nursery*
 - *Practitioner Lead baseline Reception*
 - *Using prior knowledge and transition information to inform baselines.*
- **Autumn judgements**
 - Formative – collecting work samples to inform judgements towards the KPIs, summary of on-going observations, using Insight assessments
 - Summative – arithmetic mental maths, Big Writing Assessments, standardised age related tests (PIRA and PUMA)
- **Spring judgements**
 - Formative – collecting work samples to inform judgements towards the KPIs, summary of on-going observations, using Insight assessments
 - Summative – arithmetic mental maths, Big Writing Assessments, standardised age related tests (PIRA and PUMA)
- **Summer judgements**
 - Formative – collecting work samples to inform judgements towards the KPIs, summary of on-going observations, using Insight assessments
 - Summative – arithmetic mental maths, Big Writing Assessments, standardised age related tests (PIRA and PUMA)

Policy into practice: what we actually DO

Transition

At the end of the academic year a series of transition conversations will take place involving professionals across the school [eg. teachers, teaching assistants, mentors]. These conversations will form the cornerstone of decisions linked to cumulative pupil progress.

A range of evidence will be used to create an accurate picture of what action needs to take place in order to impact learning outcomes.

Autumn Term

During the Autumn Term, teachers will use professional knowledge and judgement and transition evidence, to ensure children are taught the age related material. They will continue to monitor children's progress against Key Performance Indicators and will carry out standardised testing (PIRA and PUMA) and moderation to support a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth). During Learning and Standards Reviews, teachers will discuss the next steps to improve outcome for the following term.

Spring Term

During the Spring Term, teachers will continue to monitor children's progress against KPIs and carry out standardised testing (PIRA and PUMA) and moderation to support a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth). Where children are not meeting ARE, intervention will be put in place to support specific children and groups. During Learning and Standards Reviews, teachers will discuss the next steps to improve outcome for the following term.

Summer Term

During the Summer Term, teachers will continue to monitor children's progress against KPIs and carry out standardised testing. In addition to this, national standardised testing will be carried out Year 1 Phonics Screening Check, Year 2 SATS and Year 6 SATS. Teachers review the attainment of the children and make a teacher judgement for the end of the school year which will be moderated through transition conversations and reported to parents.

Balanced Assessment in the Early Years Foundation Stage (EYFS)

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning as stated in the EYFS statutory framework, and EYFS Profile (EYFSP).

Assessments are based on observation of daily activities and events, and further information gathered from parents. At the end of Reception for each Early Learning Goal (ELG), teachers will judge whether a child is meeting this level of development:

Emerging	Not yet reached the expected level of development
Expected	Securely working within the ELG (expected level).
Exceeding	Beyond the expected level of development for their age

Reception Baseline

In the first few weeks of Reception and Nursery, practitioners develop positive relationships with the children, gathering information and observations to support a baseline judgement. Information from parents and previous settings are also utilised. Practitioners use the 'Development Matters' document to support their judgements of all 17 aspects within the 7 areas of learning. Practitioners assess the children within the guided age bands, for example 30-50 months or 40-60 months. Moderation material and activities are then used to help practitioners determine the 'best fit' for whether the child is working at a 'low', 'secure' or 'high' level within these age band descriptors.

EYFS Ongoing Assessment

Practitioners are continually making observations about the children's development and progress. Practitioners also observe how the children 'engage' in relation to the 'Characteristics of Effective Learning', this enables them to understand how best to support and motivate the 'unique child'. It is a statutory requirement to report on this at the end of the year.

Observations are recorded during adult-led and child-led activities, both indoors and out. All observations, photographs, comments and work then become part of a child 'learning journey'. All practitioners (including teaching assistants) working with the children use 'EYLOG', which is a web-based tool that stores individual observations and produces an online log which forms part of the child's learning journey. EYLOG is accessible to parents throughout the year, keeping them informed of their child's progress.

Practitioners use their observations to inform planning, and the children's next steps. Parent consultations also aid collecting evidence of development and progress. Teachers use the 'Development Matters' statements (see Baseline above) to make termly summative age-band assessments, which are submitted to the Local Authority.

At the end of Reception year practitioners use the EYFSP and report in relation to the Early Learning Goal expectation (as detailed above). These scores are then passed to Year One teachers to support their understanding of where the children are working.

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

Reading

Grammar, Punctuation and Spelling (GPS) - OPTIONAL

Mathematics

Writing (teacher assessment)

End of KS2 tests

All pupils will take the following tests at the end of Year 6:

Reading

Grammar, Punctuation and Spelling (GPS)

Mathematics

Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Termly Parent Partnership Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Termly Reports (including assessment against end of year expectations)

The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

Assessment Report to Governors (termly)

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.



Moderation

Formative assessments and summative assessments are moderated by classroom practitioners and Senior Leaders to ensure there is parity at every assessment point. Moderation takes place termly and is cross year group and cross phase.

In school moderation is externally validated by colleagues within the UNITY collaborative and the Local Authority to ensure that our in-school judgments are in-line with other schools within and beyond our same demographic.

Roles and Responsibilities

Governors: Monitor whole school progress data and pupil outcomes with support of HT and AHT Assessment Lead.

Chair of Scrutiny –

Assistant Headteacher (Andrew Russell): Moderate assessments termly and provide data analysis reports to staff and governors. Ensure accountability for pupil progress using Learning and Standards Reviews and appraisal processes. Giving clarity and guidance within our assessment structure. In partnership with HT, be responsible for whole school target setting and evaluation.

Teaching Staff: Regularly assess pupils and provide on-going formative feedback. Adapt planning in line with assessments to ensure good progress for all. Provide termly assessment information for pupils and parents as well as school leaders. Adhere to agreed assessment practice. Identify and organise intervention when appropriate.

Teaching Assistants: Provide accurate and detailed feedback to the teaching staff on progress of pupils. Give feedback to pupils on their progress, providing next steps. Organise and deliver intervention as guided by teachers.

Parents and Carers: Support children at home with home-learning to positively impact on progress. Adhere to home learning policy and agreement.

Pupils: Approach all learning with a positive attitude and display high expectations of achievement. Make good use of productive assessment opportunities to become assessment capable learners.

To be reviewed in Spring 2020

All Staff

Baseline Assessments to start the year

Appraisal - Target Setting

Autumn 1

Formative Assessments using KPIs and Year Group Moderation

Autumn 2

Input to Insight and analysis Learning and Standards Reviews

Spring Term 1

Formative Assessments using KPIs and Year Group Moderation

Spring Term 2

Input to Insight and analysis Learning and Standards Reviews

Summer 1

Formative Assessments using KPIs and Year Group Moderation
NATIONAL ASSESSMENTS

Summer 2

Input to Insight and analysis Learning and Standards Reviews
NATIONAL ASSESSMENTS
Transition – staff assessment and moderation

On-Going Formative Assessment:

Feedback, learning conversations, re-shaping lessons, re-shaping planning, success criteria, observations, highlighting, informal discussions.

Balanced, Thoughtful Assessment at Coleshill Heath School

On-Going Productive Assessment:

Peer and self-assessment, rubrics, KWL grids, Kagan Structures

SLT

Autumn Term

National Data Analysis
School Improvement Planning and Target Setting
Appraisal Targets
Monitoring/ Moderation of Assessment/ Teaching and Standards Reviews
Whole School Data Analysis
Present to Governors

Spring Term

Appraisal Target Review
Monitoring/ Moderation of Assessment/ Teaching and Standards Reviews
Whole School Data Analysis

Summer Term

National Test Result Analysis
School Improvement Planning and Target Setting
Monitoring/ Moderation of Assessment/ Teaching and Standards Reviews
Whole School Data Analysis

Policy Name:	ASSESSMENT
Staff Responsible:	Mr A Russell (Assistant Headteacher)
Governor Responsible:	Scrutiny & Outcomes Committee
Date for Review:	Spring 2020
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date:	Scrutiny & Outcomes Ratified at Full Board on 9 th April 2019