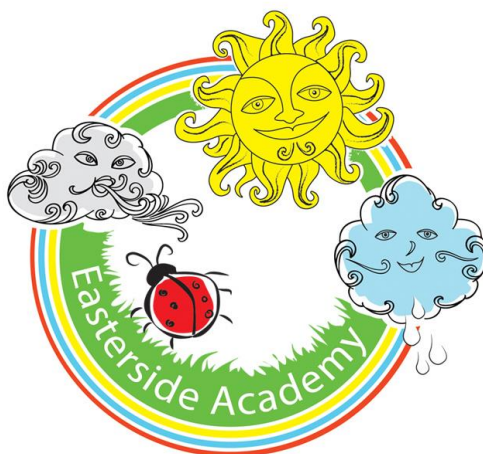


# EASTERSIDE ACADEMY

## ASSESSMENT POLICY



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### Document History

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### 1. Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists teaching staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Easterside Academy we ensure that the targets set for pupils are both realistic and challenging. These are identified and discussed with both pupil and parent/s through a 'Learning Conversation' each term.

### 2. Principles of Assessment followed at Easterside Academy

We recognise that assessment is a vital element of careful curriculum planning and that it has four purposes:

- **Diagnostic**, i.e. determining knowledge, skills and possible weakness.
- **Formative**, i.e. providing information that assists further planning.
- **Summative**, i.e. summarises individual pupils overall attainment and progress.
- **Evaluate**, i.e. providing information about teaching methods and about the suitability of resources and in-service training.

Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in the learning, where they need to go next and how best to get there.

- **Assessment for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning objectives/goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand their objectives/goals they are pursuing and the criteria that will be applied in assessing their work. Teachers may annotate plans and use them to inform the next step/s of learning for individuals and groups of learners. Children are also proficient with using a variety of assessment strategies including 'Scaling' (self-assessment) and 'Peer Assessment' techniques.

- **Assessment should take account of the importance of learner motivation.**

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Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

- **Learners should receive constructive guidance about how to improve.**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work and respond to the Academy's marking policy. Pupils responding to marking can be seen in books through the use of a 'green pen'.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and capacity to take charge of their learning through developing the skills of self and peer assessment. An Assertive Mentoring approach is also used to promote this through 'Learning Conversations' between teacher, pupil and parent/s.

### **3. Methods for collection and interpretation of data should include the following:**

- Agreed marking procedures that include the pupil as much as possible and allow the child to improve their work.
- Agreed setting of targets in key areas of focus. To be agreed by teacher, pupil and parent/s.

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- Observation of work both in and out of the classroom – use of snap shot observations where appropriate.
- Use of Bromcom.
- Oral questioning and recording of answers.
- Through observation of problem solving and specific investigations.
- By application of specific tests.

#### **4. Individual Needs**

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SENCo and More Able/G&T leaders within school.

The SENCo and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEND policy in helping every child achieve his/her own potential. Targets on SEND Support Plans and Provision Maps are reviewed three times a year and achievements are used to plan the next steps in learning.

(See: SEND Policy / More Able/G&T Policy / Marking Policy)

#### **5. Tracking Pupil Progress and Attainment**

At Easterside Academy we use a Trust developed system on Bromcom to track pupil progress and attainment in Maths and English, Science, Computing and Music; and our own pupil tracking system to track the progress and attainment of pupils in relation to some of the other Foundation Subjects.

Teachers are expected to use Bromcom as both formative and summative assessment. Each teacher has Bromcom on an ipad to enable them to keep their records and assessments ongoing, therefore supporting planning, targeting and next steps. The Trust take snap shots of the Bromcom data at three points throughout the academic year. This data is analysed by the Principal and Assessment Lead.

#### **6. Pupil Progress Meetings**

Pupil progress meetings are held half-termly. Each team's progress meeting is led by a member of the Senior Leadership Team (SLT).

Teachers are expected to come prepared for the progress meeting with:

- Knowledge of prior learning of pupils.

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- Own class analysis of data.
- Next Steps.
- Areas / questions where they may need support / advice from colleagues.

SLT members record discussion / targets and outcomes from the meeting to be reviewed at the next meeting.

All discussions and analysis feed into planning and intervention plans for the next half term.

### 7. Other Assessments Used:

<b>Formative</b>	<b>Summative (formative use of)</b>
Individual reading records Individual spelling records Individual phonic records Marking and feed forward comments in pupils books Early Years Observations Snap Shot Observations Annotated planning Bromcom Exit tickets Learning checks plotted throughout topics End of WRH block tests	Bromcom SATs Results Phonic Screening Phonics Tracker Multiplication Tests Summer Reports Termly Data Reports from Bromcom Reception Baseline data Foundation Stage Profile data Spelling Tests Get Set 4 PE

### 8. Subject Leaders and Foundation Subjects

In order to be able to talk about standards in each subject, at the end of the year subject leaders use Bromcom or another method in which to collate the data for each year group in relation to ARE. This information is then analysed and action identified for the next academic year. This feeds into academy improvement planning.

### 9. Moderation

Standardisation of judgements will arise through informal discussion; planned moderation and levelling of work at meetings; communication with subject leaders; work with external auditors; compilation of levelled portfolios of work; CPD; SATs training; moderation with schools in other groups e.g. LA, Enquire Learning Trust.

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At Easterside Academy we have at least one member of staff moderating for the Local Authority within each phase: Early Years / (KS1) Year 2 / Year 6 (KS2).

### **10. Reporting**

It is our policy to offer parents / carers the following arrangements:

- All parents are invited into school for an informal meeting when their child starts nursery. They receive a written report home when an initial baseline is taken in the first few weeks of entry.
- All parents are invited to a transition meeting before their school starts full time in Reception and a further meeting when pupils move from KS1 to KS2.
- All parents are invited to a 'Learning Conversation' with their child and class teacher in the Autumn and Spring Term. Further opportunity is also offered in the Summer Term following the annual reports.
- All parents of SEND pupils attend an annual review meeting to discuss progress and targets.
- Parents receive a written record of their child's achievement in the second half of the Summer term each year. This details the child's academic achievement with reference to the Foundation Stage Curriculum / National Curriculum as well as recognising personal and social development and achievements. It includes where the child is in relation to Age Related Expectations and a grading for effort. In the core subjects, a next step target is also identified with suggestions as to how to help at home.
- Phonic Screening reports are sent home in Year 1 and also Year 2 for those that have re-sat the test.
- The school operates an open door policy and staff are available for informal and formal consultations where necessary. School opens at 8.40am for KS2 and 8.45am for Early Years and KS1, daily to allow opportunities to communicate effectively with parents. There is also opportunity at the end of the day.
- Additional appointments to discuss individual children are available on request.