Enfield Academy of New Waltham

Assessment Policy

This document sets out to explain the place of assessment in the curriculum at Enfield Academy of New Waltham, and the procedures agreed in order to ensure that assessment takes place.

It will be reviewed by the assessment co-ordinator as guidance is received from the Department for Education and Skills, Qualifications and Curriculum Authority/National Assessment Agency, the Local Authority and the Enquire Learning Trust. It will also be reviewed through the on-going process of school self-evaluation linked to the Ofsted framework. Monitoring of assessment practice and procedure within the school will be used to inform the Academy Development Plan. Amendments will be discussed with all teaching staff. The assessment leader, with the Principal, will monitor the implementation of the guidance in this document.

Assessment is an integral part of the teaching and learning process. This policy should be read and used in conjunction with our subject policies.

The three aspects of assessment

- **Day-to-day assessment for learning**: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement

- **Periodic review: a profile of pupils' learning against National Curriculum objectives, using SIMS**. This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.

- **Transitional assessment –** this is the use of summative (or summary) tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents.

Tracking pupil performance – pupil progress

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.

Most pupils join our academy in the reception class. Once they have settled, within their first half-term here, baseline assessment is undertaken. This is the initial starting point for measuring pupil progress.

An accurate baseline against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an

academic year. It is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

Attainment and achievement
There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the age-related expectations of children the same age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from his/her initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:
- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make based on past performance.

SIMS
A record of every pupil's academic performance will be kept on the school's **computerised tracking system**. (SIMS provided by Code Green.) Teachers are given access to the relevant year group so they can assess every child against the key performance indicators. Teachers are able to see how individual pupils progress over time; their rate of progress during a particular year can be established; and any gaps in children's learning can be identified.

Tracking grids will assist school leaders to:
- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

End of year assessments

Towards the end of the academic year all pupils in Key Stages 1 and 2 undertake summative assessment tests or tasks. In addition, teachers make a teacher assessment judgement of each pupil's performance across the curriculum.

These **summary assessments** are organised as follows:

Year 1	Teacher assessment is used to reach a judgement on these and all other pupils' attainment in reading, writing and mathematics using the key performance indicators for Year One. Phonics Screening Test NGRT SWST
Year 2	The Key Stage 1 SATs tests: reading, grammar, punctuation and spelling, and mathematics. Teacher assessment of reading, writing, mathematics and science against the teacher assessment framework. NGRT SWST Phonics Screening Test re-sit
Year 3	Scholastic Year 3 assessment papers for reading and mathematics. Teacher assessment at year end of performance in reading, writing and mathematics using the key performance indicators for Year Three. Grammar, punctuation and spelling end of year test for Year Three. NGRT SWST
Year 4	Scholastic Year 4 assessment papers for reading and mathematics. Teacher assessment at year end of performance in reading, writing and mathematics using the key performance indicators for Year Four. Grammar, punctuation and spelling end of year test for Year Four. NGRT SWST
Year 5	Scholastic Year 5 assessment papers for reading and mathematics. Teacher assessment at year end of performance in reading, writing and mathematics using the key performance indicators for Year Five. Grammar, punctuation and spelling end of year test for Year Five. SWST NGRT
Year 6	The Key Stage 2 SATs tests: reading, grammar, punctuation and spelling, and mathematics. Teacher assessment of reading, writing, mathematics and science against the teacher assessment framework. NGRT SWST

Measuring attainment

Assessments are made against objectives from the Programme of Study for the relevant year group.
On the SIMS system, objectives are numbered as follows:
- 1 means children do not understand the objective taught
- 2 means showing signs of understanding the objective (developing)
- 3 means understanding on a regular basis (expected)
- 4 means it is an embedded skill (exceeding).

The SIMS system then uses these formative judgements to create an average point score at the end of the assessment period. This average point score relates to where the child is assessed at working at that stage of the academic year. The codes used are as follows:
- BLW (Below) – below the standard of Pre-Key Stage.
- PKF (Pre Key Phase) – the child is currently emerging in that year group.
- WTS (Working Towards Standard) – the child is currently developing in that year group.
- EXS (Expected Standard) – the child is currently at the expected standard in that year group.
- GDS (Greater Depth Standard) – the child is currently achieving greater depth in that year group.

Measuring progress

Progress is measured on the stage achieved within one year. We are aiming for children to make five steps of progress to the 'expected standard' stage each year.

Progress is tracked throughout the year through Pupil Progress Plans. Pupil Progress Plans are completed, during a meeting between the class teacher, the assessment lead and a member of SLT, in September, December and March. A meeting is held in July between the current class teacher and the next class teacher to set sufficient progress targets for each child.

The value that the school adds between the end of Key Stage 1 and the end of Key Stage 2 is reported every year in a comprehensive data rich document: **ASP** (Analyse School Performance). These reports inform the school's result in nationally published league tables and are central to the Ofsted school inspection process.

Termly assessments

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a termly analysis of pupil performance data and allow speedy action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted. Key Stage 1 and Key Stage 2 teachers are requested to record their summative assessment for each pupil on the tracking grids at the following times:

Middle of December	Reading, writing, mathematics and science
End of March	Reading, writing, mathematics and science
End of June	Reading, writing, mathematics, science, history, geography, computing and P.E.

Reminding pupils, parents and teachers of a pupil's termly target

When parents engage with their children's education, achievement levels rise. If there was any doubt, recent research has shown that parental engagement is a decisive factor in determining learner achievement at any age, but the younger the children are the more impact this has. What really matters is that learners feel their parents are paying attention, engaged in the child's learning and care about their performance.

In order to keep parents informed about what their child needs to work on next, and to encourage them to support improvement, every pupil's targets must be accessible.

Communicating information about pupils' progress to parents

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will follow the practices listed below:

- Offering termly **parent consultation meetings**
- Offering additional, informal meetings, by appointment on the request of parents/carers
- Issuing an annual school report during the second half of the Summer Term. In this report teachers should stipulate very clearly whether pupils are performing at the expected standard.

Assessment for learning (AfL)

The features of assessment for learning are at the core of the pedagogic approach that has resulted in very high standards being achieved. The key elements of effective AfL are:

- assessment being done with pupils, rather than being done to them
- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or aid memoire, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- 'dialogic talk' - this involves extended pupil talk, with the teacher asking probing, supplementary questions and *'the talk not always returning to the teacher'*. Instead, the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant 'drip, drip' feedback on pupils' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a pupil needs to take to improve.

Standardisation

In order for one teacher's assessment of the expected standard to be the same as another teacher's, regular moderation meetings are built into the school's continuing professional development (CPD) programme and Key Stage meeting structure. Consistency in practice across the school will only occur if there is regular, scheduled time when teachers can reach a shared understanding of what constitutes a particular level of performance. This will arise through cyclical engagement in an assessment moderation process.

Assessment and the Early Years Foundation Stage (EYFS)
- Foundation Stage Profile summary based on 7 profile scales with 17 Early Learning Goals must be completed for each child in foundation stage. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year.
- Data from the profiles is used to inform Y1 teachers about each child's progress and learning needs.

Assessing lower attaining pupils
Enfield uses a graduated approach to identifying children who have a Special Educational Need. Where children are identified as being on any cycle within this approach, it may be necessary to assess these children against a Programme of Study from a different year group, in order to show progress. In Years 1 and 2 'P' Scales can be used to assess those pupils who are not yet working within the Year One Programme of Study.

Any child not working within their year group should be receiving a programme of support in order to make rapid progress and close the attainment gap.

Formal reporting to parents
Annual reports - schools have a statutory duty to compose an annual written report to all parents. Our school report format is reviewed annually to comply with the current legislation.

Policy reviewed: February 2018
Next review: Spring Term 2019 (unless required before, due to legislation changes).

Appendix 1   Glossary of terms used

Term	Definition
achievement	The amount of progress a pupil has made from her starting point at the beginning of the year
Assessment for learning	An approach to teaching that maximises the impact of assessment on learner progress
attainment	The standards a pupil has reached (as measured by the national average)
baseline assessment	The assessment of pupils when they first join the school
class tracker	An electronic spreadsheet containing pupil performance information
formative assessment	Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance
Assessment framework for teacher assessment at Key Stage 1 and Key Stage 2	Government – produced documentation to support teacher assessment at the end of Year Two and Year Six
national average	The performance of all pupils in the country averaged out
parent consultation meetings	A teacher-parent discussion about the attainment and achievement of pupils
peer assessment	pupil assessing each other's work
periodic review	Review of attainment & achievement after a period of time
pupil profile	A picture of the significant achievements of a reception or nursery aged pupil over a year
P scales	Assessment scales used for Key Stage 1 and 2 pupils who are not yet working within the relevant Programme of Study
self-assessment	Pupil assessing their own work using specific criteria
summmative assessment	A summary of what a child has attained that is completed after a period of time has elapsed (usually a test)
termly assessments	A summary assessment of a child's performance at the end of a term
tracking	Checking on how pupils are doing, identifying need and putting in place support to meet that need
value added	A measurement of how much a child has improved over a defined period of time.

Appendix 2 Peer assessment: guidelines for teachers

<u>Guidelines for teachers</u>

- The roles of both parties need to be clearly defined.

- Children need to be reminded that the focus of their task is the learning intention.

- The pupil needs time to reflect on and check his or her writing before a response partner sees it.

- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.

- The response partner should ask for clarification rather than jump to conclusions.

- The response partner should begin with a positive comment about the work.

- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.

- Children must both agree the part to be changed.

- The improvement suggestions can be both verbal and written. The only writing necessary would be the identification of successes and the improvement itself.

- It would be useful to role play response partners in front of the class, showing them the wrong way and the right way to proceed.

Appendix 3 Peer assessment: rules for children

<u>Rules for children</u>

We decided that there are some rules we all needed to keep. When we become response partners we all agree to. . .

- **respect** our partner's work because they have done their best and so their work should be valued.

- **try and see** how they have tackled the learning intention and only try to improve things that are to do with the learning intention.

- **tell** our partner the good things we see in their work.

- **listen** to our partner's advice because we are trying to help each other do better work.

- **look for** a way to help our partner to achieve the learning intention better by giving them a 'closing the gap' activity to do.

- try to make our suggestions as **clear** as possible.

- try to make our suggestions **positive**.

- get our partner to **talk about** what they have tried to achieve in their work.

- **be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.