

Assessment policy

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| Audience: | ParentsSchool staff (in particular teachers and leaders) Local Governing Bodies |
| Approved: | Executive – July 2017 |
| Other related policies: | Teaching and Learning, Curriculum, Core Subjects,Special Educational Needs, Marking and Feedback |
| Policy owner: | Gill Ellyard, Regional DirectorPolicy modified by Rachael Stevenson, Deputy Head Garden City Academy (April 2018) |
| Policy model: | Compliance: all REAch2 schools use this policy |
| Review: | In 2 years or more frequently if national policy requirements change or if our continuous review (see last section) finds that significant changes areneeded |
| Version number: | 2.0 (July 2017) |

REAch2 Assessment Policy

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

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| Integrity | We recognise that we lead by example and if we want children to grow up tobehave appropriately and with integrity then we must model this behaviour |
| Responsibility | We act judiciously with sensitivity and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements |
| Inclusion | We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style |
| Enjoyment | Providing learning that is relevant, motivating and engaging releases a child’s curiosity and fun, so that a task can be tackled and their goals achieved |
| Inspiration | Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full |
| Learning | Children and adults will flourish in their learning and through learning discover a future that is worth pursuing |
| Leadership | REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual |

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# POLICY OVERVIEW

**Overarching Principles**

REAch2 have developed a set of milestones in reading, writing and maths that children are expected to meet by the end of their age related school year. Taken together, the milestones are a ‘summative’ collection of what skills, knowledge and concepts a child working at age related levels should have acquired by the end of the year. It is by no means the full range, breadth or depth of what a child should have learnt and mastered.

Both attainment and progress assessments are made by teachers through testing and using their professional judgement but these must stand up to rigorous scrutiny by leaders and moderation with colleagues within and across schools. All REAch2 schools are expected to participate in cross school moderation, with regions and clusters, to quality assure their judgements on attainment and progress. Details and dates of the moderations are provided by Regional Directors.

# Intended impact

Ultimately, this policy is designed to secure high quality, reliable and consistent assessment of pupils’ learning outcomes:

*‘The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils’ education. It should provide information which is clear, reliable and free from bias.’* ***Final report of the Commission on Assessment without Levels – Sept 2015***

Using the principles and processes of assessment, we aim to:

* recognise the achievements of pupils and identify any areas of development
* inform pupils of their progress and next steps
* guide planning, teaching, additional support, curriculum development and resources
* inform parents and the wider community of pupil achievement
* provide the Headteacher, governors and Regional Director with information that allows them to make judgements about the effectiveness of the school
* provide information to ensure continuity when the pupil changes school or year group
* comply with statutory requirements.

Attainment and progress will be evident and measurable in books and through discussions with the children. The assessment system is designed to avoid teachers pushing children to accelerate progress in a linear fashion and ensure that all children access a suitably broad and deep curriculum experience, getting rich opportunities to apply their skills, knowledge & understanding across a wide range of contexts and challenges.

For children joining the school mid-year their class will carry out a baseline assessment. This will take place within the first four weeks of a child joining the school. This data can then be used to inform teaching and learning and also to make accurate judgements on progress from the mid-year starting point.

# Roles and responsibilities

* Pupils will do their best and focus on their learning, not our assessment of it
* Parents/carers will support their child’s learning and engage with their class teacher on his/her achievements so far and next steps to progress further
* Teachers will actively engage with training, support and moderation for assessment in order to be assessing pupils’ achievements accurately and with confidence
* School leaders will support and challenge teaching staff in their assessment practices and judgements, including through regular training and school, cluster and regional moderation
* Governors will support and challenge the school leadership by scrutinising in- year achievement data including for different year groups and groups of pupils, and by triangulating this data with other evidence e.g. through book looks
* Regional and central teams will provide support and interventions to schools where assessment practice/judgements are not yet entirely robust, will coordinate moderation at cluster, regional and Trust level, will report to Regional Boards and Trustees on schools’ end- year targets and in-year data and will keep this policy under review.

# Key definitions

‘Attainment’ is what a pupil or pupils is/are achieving at a particular point in time. ‘Progress’ is the improvement a pupil or pupils has/have demonstrated over a given period.

The available judgements of attainment and progress within the REAch2 assessment model are outlined and defined on pages 6-7.

‘Formative assessment’ is where the assessment of a pupil or pupils’ attainment and/or progress directly shapes and impacts on the teaching, learning and support provided – an on-going cycle of adapting practice to take account of what has worked/been achieved so far. Examples of formative assessment activities are given on the next page.

‘Summative assessment’ is the overall assessments of a pupil or pupils’ attainment and/or progress typically at the end of a project, topic, term or year. Examples for summative assessments are given on the next page.

# POLICY PRINCIPLES IN DETAIL

**Forms of assessment and their purpose**

Garden City Academy uses three broad forms of assessment, each with its own purpose.

1. Day-to-day in-school **formative assessment**, for example:
* Question and answer during class
* Quality next step marking of pupils’ work
* Observational assessment
* Regular short re-cap quizzes
* Scanning work for pupil attainment and development
* Peer review, marking & feedback

Day to day in-school formative assessment has different purposes for different stakeholders:

* **For pupils:** helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
* **For parents:** provides them with a broad picture of where their children’s strengths and weaknesses lie and what they need to do to improve.
* **For teachers:** is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers 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 or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
* **For school leaders:** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
1. In-school **summative assessment**, for example:
* End of year assessments
* Half termly completion of each child’s personal learning checklist (PLC)
* Termly Reading and Maths testing using PIRA and PUMA assessments
* Year 2 and 6 half termly PIXL assessments
* Termly reviews for pupils with SEN and disabilities (ISP Individual Support Plans)
* Spelling tests

In-school summative assessment has different purposes for different stakeholders:

* **For pupils:** provides them with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.
* **For parents:** can be reported to them to explain the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
* **For teachers:** enables them to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.
* **For school leaders:** enables them 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.
1. Nationally **standardised summative assessment**, for example:
* National Curriculum tests at the end of Key Stage 2
* National Curriculum teacher assessments at the end of Key Stage 1
* Phonics Screening Test in Year 1 & Year 2

Nationally **standardised summative assessment** has different purposes for different stakeholders:

* **For pupils and parents:** to provide information on how pupils are performing in comparison to pupils nationally.
* **For parents:** to provide them with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents’ choice of schools for their children.
* **For teachers:** to help them understand national expectations and assess their own performance in the broader national context.
* **For school leaders and school governors:** to enable them to benchmark their school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness.

# Assessment in Early Years Foundation Stage (EYFS)

On entry to school (whether Nursery or Reception), children are both formally and informally assessed in order to ascertain how they compare to age related expectations, in line with the stages within Development Matters in the Early Years Foundation Stage. This runs alongside the teachers’ daily informal observations to build up a complete picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs. Tapestry is used in Garden City Academy to access pupil in EYFS.

Over the course of the year, all staff in the EYFS contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also on teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children’s direct quotes on post-its, annotated photographs, videos, children’s work in their Literacy or Numeracy book, phonics assessments, daily reading records, extended focused observation notes.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the picture for individual pupils and classes with particular attention to certain groups such as summer born children, disadvantaged children and boys/girls. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFS Profile (EYFSP) is completed and the judgements are reported to parents, the Trust and the Local Authority. This profile is based on the cumulative ongoing observations and assessments in the following areas:

* The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,
* The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
* Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically. Each child’s developments and achievements are recorded in the EYFSP. There are 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child’s three Characteristics of Effective Learning.

For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the school, with other REAch2 schools and also as part of Local Authority moderation clusters.

# Assessment in Key Stages 1 and 2

Within the REAch2 assessment model, pupil achievement is assessed through close review of their work in books, test results and is based on teachers’ judgements which are moderated within school, across clusters, across the region and across the Trust.

Children’s **attainment** is assessed against five judgements:

* **Working Towards** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.
* **Aspiring to Meet** – Children are accessing the expectations of their chronological year group, however are deemed not to be On-Track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.
* **On-Track to Meet** – Children are On-Track to comprehensively attain the skills, knowledge and understanding of the assessment criteria by the end of the year.
* **Met** – Children demonstrate they have met the Skills, Knowledge and Understanding of the assessment criteria required for their specific age group.
* **Greater Depth** – Children are judged as working at ‘greater depth’ when they are able to transfer and apply their knowledge and learning in different contexts. It is also where children can explain their understanding to others.

From January any Year 1 pupil judged as ‘working towards’ should go onto the P-Scales.

Children’s **progress** is assessed as one of the following judgements:

# No Progress

* **Limited Progress**
* **Expected Progress**
* **Better than Expected**

# To support staff with their professional judgements for progress the REAch2 ‘Supporting Progress Judgements’ document should be used. Appendix 1.

# Tracking and reporting

All schools in REAch2 use the O Track system for tracking children’s attainment and progress and for setting annual targets. This enables standardised, comparable data across the Trust. Judgements are made each half term on children’s attainment and progress as per the REAch2 assessment programme. The O Track system provides a range of reports to aid data analysis and enables us to access and analyse the data at school, regional and Trust level, including by our non-executives at each of those levels who provide scrutiny and challenge.

The following data is uploaded by schools on a half-termly basis:

* GLD and progress towards the Early Learning Goals
* Phonics tracking – EYFS, Year 1 and Year 2
* Key Stage 1 and 2 – Oracy, Reading, Writing and Maths attainment and progress

Garden City Academy use the data reports produced by O Track to fully analyse our school’s data and we share the outcomes with a range of audiences.

# Review and continuous improvement

A working group of Senior Leaders and Assessment Co-ordinators from individual schools, together with some regional Associate School Leaders, will review the assessment system each term, along with the reports produced by O Track, to ensure that any required developments are made in an appropriate and timely manner.

**Personal Learning Checklists**

Every child has their own personal learning checklist for reading, writing, maths and science. This is a document for staff to give their professional judgement on a child’s learning based on the expected objectives for their year group or from a previous year group if not working at age related expectations. This document can be found on the staff shared area.

Judgements should be given 1, 2 or 3.

* 1 = red, objective not yet met
* 2 = yellow, objective partially met
* 3 = green, objective securely met

At the end of each half term the number of red, yellow and green boxes are counted and progress judgements can be supported by the number of green boxes increasing. At the end of a half term class teachers should complete the PLC tracker to show the number of boxes each half term.

**Focused Learning Plans**

Every half term teachers meet with a member of the senior leadership team, on a rolling program, to discuss their year group’s achievement and attainment. Using all the assessment information on a child, children are placed in Focused Learning Groups for Maths and English (Groups are named B2, B1, E2, E1 and A). If a child moves up a learning group they should be highlighted green and if they move down highlighted yellow.

Additionally to the groups for teaching, interventions and teaching assistant time tables will be created and evaluated to support children’s learning and progress. These will be monitored and overseen by the SENCo.

Staff should bring the following to their Focused Learning Plan meetings:

* PIRA/PUMA test results
* PIXL test results (if applicable)
* Results from other testing (past National test papers)
* Personal Learning Checklists
* Book band information
* Progress and learning from interventions

Attendance will also be discussed at meetings and detailed on the plan. Any child with attendance below 96% should be highlighted. If below 93% should be passed to attendance lead f not already and anyone between 93 and below 96% should become a focus for the class teacher.

**PIRA and PUMA Testing**

Termly tests for each year group. Testing dates are on the while school calendar taken from the REAch2 assessment calendar dates and deadlines. Tests are delivered into school and marks schemes and scripts are emailed to staff.

For children working below age related expectations class teachers, with support from the senior leader assessment lead, should decide which year group test is most appropriate for the child.

Class teachers use the online marking tool, MARK, to carry out question level analysis and senior leaders with the class teacher use MARK’s data analysis tools.

**PIXL**

PIXL is a website based tool used in school for the following to support children’s learning and progress:

* Year 2 and 6 papers including question level analysis
* Spelling programs and therapies
* Reading
* Writing
* Grammar, Punctuation and Spelling
* Maths
* Science
* Interventions for spellings, reading, writing and maths
* English as an Additional language
* A Mind to be Kind – promoting kindness
* E-~Safety
* Physical Education
* Well being

Appendix 1

**Supporting Progress Judgements**

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| **Notes regarding use:*** **This document provides a guide for teachers regarding aspects of a child’s work that may indicate progress over time, when the pitch of work is appropriate to the child.**
* **There is no formula, no ticking of boxes and no requirement to complete a certain number of sections – this is providing some guidance only.**
* **It is important to base any progress judgements from the child’s starting point at the beginning of the academic year using evidence in children’s books.**
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**Key Indicators of Progress:**

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| --- | --- | --- | --- | --- |
| **REAch2** **terminology** | **No Progress** | **Limited Progress** | **Expected Progress** | **More than Expected Progress** |
| **Description made of terminology**  | **(Good / Sufficient Progress)** | **(More than Good)** |
| **Response to marking and feedback** | The same errors are continuing to be made by the child. | There are signs of previous errors being addressed, but too many errors still exist within the child’s work. | The child has addressed previous errors and these are now consistent in their application. | The child has addressed issues raised through marking and feedback, demonstrated improvements in their work and has extended this to other areas of learning. |
| **Accuracy** | Accuracy of the child’s work is not improving | There are signs the child’s accuracy of work improving. | There are few accuracy errors in the child’s work, and those that appear are appropriate for the child. | The child’s accuracy of work has improved dramatically from its starting point. |
| **Independence** | The child’s work remains heavily scaffolded and/or there is an over-reliance on adult support. | The child’s work shows some evidence of improvement when working independently. | A range of work is carried out independently by the child with adult support to address misconceptions / scaffold learning with increased success. | The child’s progression from supported to independent work is evident, with examples of a range of independent work across each area of learning. |
| **Methodology****(captured with the Learning Objective)** | The child’s methodology remains the same with no development over time. | The child is accessing new methods with limited application. | The child is beginning to apply and experiment with new methods. | The child is independently selecting and applying appropriate methodology in a range of contexts. |
| **Skills****(captured with the Learning Objective)** | The child’s work does not evidence new skills. | The child is beginning to secure key skills. | The child’s work demonstrates the practising and application of their skills. | Through a wide range of experiences and opportunities the child demonstrates a full range of skills, combining different skills across a range of work. |
| **Range of experiences and opportunities.** | The child’s work reflects unnecessary, repetitive and limited exposure to experiences and opportunities. | The range of experiences allows the child to practice their basic skills. | The range of experiences gives the child the opportunity to practice and apply their learning. | The range of experiences gives the child the opportunity to practice and apply their learning in a variety of contexts. |
| **Next steps in learning and targets achieved.** | The child’s next steps have not been achieved. | The child’s work demonstrates some evidence of progress made towards achieving next steps, but this is not embedded. | Over time the child’s work demonstrates that appropriate next steps in learning / targets are achieved and embedded. | Over time the child’s work demonstrates that appropriate next steps in learning / targets are achieved and exceeded. |
| **Articulate learning** | The child is not able to articulate what they are learning or doing | The child can recite their learning objective and make simple statements about what they are doing | The child can describe what are learning and why? | The child can explain their learning and how it links to other areas of the curriculum |

**Supporting Indicators of Progress:**

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| **Productivity** | The quantity of the child’s work is not improving (where appropriate). | More work is being produced by the child, but the quantity of work is still not meeting expectations. | The child is producing the appropriate quantity of work for the time being allocated to the learning.  | The quantity of work produced by the child has dramatically improved from their starting point. |
| **Presentation** | The child’s presentation of work is not improving | There are signs the child’s presentation of work is improving, but work is still not presented at the required standard. | The child’s presentation of work is now meeting all expectations and can be easily read and understood by the reader | The child’s presentation has improved dramatically from its starting point (or if high from the start, remains so). |
| **PIRA / PUMA Standardised Scores****(use metrics as an indicator to inform Teacher Assessments only)** | From term to term the standardised score is declining significantly by more than 10 points per term. | From term to term the standardised score is declining by more than 5 points per term. | From term to term the standardised score is consistent or improving | From term to term the standardised score is improving by more than 5 points or is consistently over 110 |