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Assessment Policy

"Progress means knowing more and remembering more".

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At Streethay Primary School, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that for children to make progress, they need to know more and remember more. Therefore, we understand that assessment is fundamental to being able to extend and challenge children in their learning, in order to achieve this.

Equality Impact Assessment

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

‘Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.’

Aims and Objectives

- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets and identify strengths and areas for development in learning at different levels.
- To inform parents of their children’s progress at Parents Evening in the Autumn and Spring terms and through the annual report in July.
- To provide information for planning, teaching, curriculum and whole academy development, as well as monitoring for SEND and interventions.
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve further.
- To internally track the progress and attainment of pupils, year on year.
- To ensure teacher planning is amended in order that teaching and learning meets the needs of all the children.

Principles

- Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school.
- Assessment is only effective if there is regular review, communication and that information gathered is acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practise. However, we do analyse the progress of different groups in order to ensure that we meet individual group needs.
- Assessment is at the heart of teaching and learning at Streethay Primary. It provides evidence to guide teaching and learning and provides opportunity for the children to demonstrate and review their progress.
- Assessment of children can take a variety of forms and be both formal and informal.

Method of Assessment

Assessment serves many purposes, but the main purpose of assessment at Streethay is to help teachers, parents and pupils plan their next steps in learning. On-going teacher assessment is central to pupils making good progress.

- Informal assessment takes place constantly within all lessons to steer teaching and learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from statements from the New National Curriculum 2014.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are fair, reliable and valid.
- Digital platforms are used in some subjects to gather and analyse assessment information.

Assessing Core Subjects

Assessment for Learning is used on a daily basis, along with observation and marking of pupils work to provide formative assessment judgements.

Assessment within English

- Pupils and teachers record their progress towards achieving their Mastery keys (termly SPaG currently being taught). These are highlighted in the front of pupil's books when teachers are confident children are secure in these. We also encourage children to participate in this process at an age-appropriate level.
- Success criteria are used to assess genre content as well as SPaG content during longer, independent writes. These are assessed by both pupils/peers and teachers.
- At the end of a unit of work, teachers record pupils achievement, in a given genre of writing. This is recorded at the back of children's English book.
- Pupils are involved with all of the assessment processes above through self and peer assessment opportunities.
- More formal assessments in reading and spelling, grammar and punctuation are completed termly in Years 1-5, using NTS tests and in Year 6 half-termly, using past SATs papers. These scores are input into Arbor termly.
- A termly overall teacher judgement is entered on Arbor based on all of the evidence collected. Each pupil is assessed as:
 - i) Has Not Met – the child is working significantly below age-related expectations.
 - ii) Working towards – the child is working just below age-related expectations
 - iii) Expected – the child is working in line with age-related expectations.
 - iv) Greater Depth – the children is working above age-related expectations

Assessment within Mathematics

- Teachers assess pupils within a given Chapter of Maths No Problem, by ticking their progress against lesson objectives. These are stuck into maths journals and used as part of the daily marking and feedback process. Children are also given opportunity to self-assess using these documents.
- As part of our maths scheme, children complete chapter reviews. The results of these are recorded electronically at question level, so that teachers are able to analyse the results. Adaptions are then made to future planning, to address any gaps in understanding or misconceptions.
- At the end of each Maths No Problem chapter, data from the review, alongside teacher knowledge from lessons, is used to make a judgement of the children's achievement within the topic. This is then ticked on a tick sheet at the back of the child's maths book. Children are also given opportunity to self-assess using these documents.
- More formal assessments in maths are completed termly in Years 1-5, using NTS tests and in Year 6 half-termly, using past SATs papers. These scores are input into Arbor termly.
- A termly overall teacher judgement is entered on Arbor based on all of the evidence collected. Each pupil is assessed as:
 - v) Has Not Met – the child is working significantly below age-related expectations.
 - vi) Working towards – the child is working just below age-related expectations
 - vii) Expected – the child is working in line with age-related expectations.
 - viii) Greater Depth – the children is working above age-related expectations

Assessing Science, Humanities, Art and Design and Design and Technology

- In science, pupils sit an end of topic assessment, using the online quizzing platform Socrative, which assesses knowledge gained within the topic. Teachers then use this information to inform and adapt future planning. Achievement within each topic can be tracked across the year to further inform an end of year judgement.
- Within the humanities curriculum, through our delivery of Opening worlds, children complete an end of topic assessment, using the online quizzing platform Socrative, which assesses knowledge gained within the topic, which allow teachers to assess their level of understanding or knowledge about the topic/unit covered. Achievement within each topic can be tracked across the year to further inform an end of year judgement.
- Within each lesson, both adult and child assess achievement against the lesson success criteria.
- Last lesson, last unit, further back tasks are used every other week, to assess children's ability to retrieve and recall past scientific knowledge. Teachers are able to use this information to adapt planning if concepts or knowledge are not remembered.
- At the end of each unit, both teacher and child assess achievement within the subject, in a tick sheet at the back of the science book.
- Termly, teachers complete a more formal termly overview, where they identify those children working below and above within each unit taught. Any gaps in knowledge are identified to focus on in starters, or recall activities in the subsequent term, which would help those working below to become more secure within that unit of work.

Assessing the remainder of Foundation Subjects

- For the remainder of the foundation subjects, videos and photos are used to evidence learning. These are uploaded onto Showbie as an evidence log of the children's learning. Teachers use their experiences from within the lesson, alongside evidence collected to identify misconceptions or identify additional support to inform and adapt future planning.

How is assessment data used?

- Formative assessment information from core subjects is regularly acted upon by teachers with small group teacher focused groups created for future lessons to enable the right children get the right support. Furthermore, future planning is adapted, with extra lessons to secure concepts, or extra practise within lesson starters.
- Pupil progress meetings take place termly with SLT. Here percentages of pupils at or above ARE are calculated. Data of identified groups that are relevant to our school setting and context is collected also, to allow direct comparison and scrutiny. Children who are not on track are identified and discussions are held about next steps and possible interventions or support. Staff also, delve deeper into the areas of the subject which require more input in the following term and how this might impact of future planning.

Formal and Statutory Assessment

- Within EYFS staff complete the EFYS Baseline Assessment at the beginning of Autumn term.
- EYFS end of year assessment is currently in place which indicates whether pupils have achieved a 'good level of development'.
- Pupils in Year 1 are assessed at the end of year in phonics.
- Pupils in Years 2 complete the now non-statutory end of KS1 assessments, along with teacher assessment in writing.
- Year 6 undergo statutory end of year assessments in reading, SPaG and maths, along with teacher assessment in writing.
- Pupils in Year 4 complete the statutory Multiplication Tables Check.
- Results of statutory tests and teacher assessments are reported to the parents, the Academy Trust and the DfE as required.
- The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors. This will be reported as a scaled score. This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

Examples:

A child with a scaled score of 100 at the end of KS1 will be expected to achieve a scaled score of 100 at the end of KS2 to have made expected progress.

A child with a scaled score of 105 at the end of KS1 will be expected to achieve a scaled score of 105 at the end of KS2 to have made expected progress.

A child with a scaled score of 97 at the end of KS1 will be expected to achieve a scaled score of 97 at the end of KS2 to have made expected progress.

Strategies for Knowing and remembering more

At Streethay, we understand that helping the children to know and remember more is vital for them to make excellent progress. At Streethay, we encourage children to know and remember more by:

- Creating a spiral curriculum, where objectives are met over and over again at a differing level, to ensure children are using previous learning to help support current learning.
- Previous learning is identified in each unit of work, so that teachers are aware of what children should know already.
- Links are specifically made by teachers to prior learning within the topic, something already taught that year, or with learning from previous year groups.
- Starter activities (seeding) are used within all subjects to address and assess learning of previous concepts, or to further secure concepts identified by assessment processes.
- Within maths, fluency of mental and written methods is completed daily through Fluent In Five, to allow children to constantly practise and refine these skills, regardless of what maths is being taught in the lessons. Key Mental Maths Facts are identified in each year group and shared with children and parents and regularly practised and addressed with starters.
- Key mastery skills for each year group are identified in English writing and regularly discussed and used by both teachers and children.
- Spelling (CEW) word mats are used in each year group for those children who require more support with spelling.
- Display spaces within classrooms are utilised as working walls, to allow children to use them as knowledge sources and reminders.
- Knowledge organisers (or booklets within humanities curriculum) are used regularly to help children recall and retrieve subject specific information.
- Last lesson, Last Unit, Further Back should be used to allow children to retrieve and recall knowledge previously learnt.