



Together we Develop, Inspire, Succeed

Assessment Policy

Updated: May 2022

Reviewed by Governors: Curriculum Committee

Next Review: May 2023

This policy is rooted in our school vision 'Together we Develop, Inspire, Succeed' and it is from this that our aims come.

- To continuously **develop** an effective system of assessment that is both beneficial in improving children's learning and to enhance planning and teaching across the school.
- To **inspire** our pupils to be confident to self-assess their own learning in order to understand their next steps.
- To **succeed** in making assessment an integral part of teaching and learning, and ensuring that it is inextricably linked to our curriculum.

ASSESSMENT PROCEDURES

Teachers, Teaching Assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents/carers and Governors.

The Headteacher, SLT and Governors are responsible for ensuring that this assessment policy is maintained and followed.

Aims and objectives

The purpose of monitoring and assessing a pupil's learning is:

- To collect information about children's progress and to acknowledge their achievement
- To track children's achievements
- To diagnose children's future learning needs and to inform curriculum planning
- To give teachers feedback on their teaching
- To provide information at the end of a stage of learning
- To fulfil the legal requirements for assessing, recording and reporting referenced to the National Curriculum

Assessment Approaches

We have three broad overarching forms of assessment, each with its own purposes:

- **Day to day in-school formative assessment**

Teachers identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

'Assessment for Learning' (AfL) helps children identify how to improve their work and move on in their learning. Children are involved in assessing their own and others' work (peer assessment) through discussions with adults and their peers. A child friendly marking system identifies the highlights of the work and how it could have been improved [see Marking Policy]. Targets are used to identify the next stage in learning. It also involves question/answer sessions and classroom observations/discussions.

- **In-school summative assessment**

English & Maths assessments and moderation are completed 3 times a year. These provide benchmarking information across individual classes and year groups to assist class teachers and subject leaders in evaluating standards of learning and progress. It enables school leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Where relevant, Subject Leaders (along with Year Group Leaders) will scrutinise assessment data inputted onto the school's online tracker by class teachers and report back to SLT, staff and Governors. They will use this as part of the data collection for monitoring and evaluating curriculum provision for their subject.

Foundation subjects will be assessed by class teachers, with results being passed on to the relevant Subject Lead as required.

- **Nationally standardised summative assessment**

End of Key Stage 1 (KS1) assessment - children in Year 2 are assessed against national criteria in English and Maths. Teacher assessment, targeted and on-going assessments will also help us to make informed judgements. The data obtained as a result of end of KS1 assessment will be compared with both local and national results to establish strengths and possible areas for development across our school. Similarly, they will also be compared with results obtained in previous years though it is recognised that cohorts vary from year to year.

Additional Formal assessments undertaken in school

Reception (EYFS)

The Reception Baseline Assessment (RBA) is completed by class teachers on entry to Reception (EYFS). The EYFS Profile is completed in addition at the end of Reception in Term 6.

Year One

Phonics Screening Check (PSC) takes place in Term 6.

Year 2

SATs tests in Term 5.

Phonics Screening Check (PSC) takes place in Term 6 for those who did not pass in Y1.

Assessment in the Early Years

Teachers' judgements will largely be based on whether children are learning what has been taught and from their observations of development during day-to-day activity in the classroom. Teachers will quickly identify children who need additional learning support, so that the appropriate additional teaching can be put in place as necessary.

The Senior Leader within the Early Years regularly analyses these judgments across the year group and presents them to the Senior Leadership Team along with Governors.

Assessment in KS1

Each Subject Leader is responsible for monitoring standards, learning and progress for their subject across the school. This will involve book looks, learning walks, pupil voice, scrutiny of plans and lesson observations. Copies of any written reports should be passed to the Headteacher, Deputy Headteacher and relevant members of staff.

Special Educational Needs and Disabilities

All children will undertake school assessments and statutory assessments and those children on the SEND register may require additional support or 1:1 support. All children will be extended through Quality First Teaching through planned activities in the classroom.

The SENDCo administers assessments to individual children as necessary. These include British Picture Vocabulary Skills (BPVS), Dyslexia Early Screening Test, Sandwell Numeracy Assessment, YARC Early Reading and Salford Reading Test.

The SENDCo is responsible for collating and analysing these assessments in order to use the results to inform future planning needs for pupils. These results will be shared with relevant members of staff and parents as needed.

Additional School Records

- Class teachers keep detailed records of reading progress. This begins with a record of known sight-vocabulary that is updated regularly. When children begin reading from the reading scheme teachers keep dated records of both books read and appropriate comments on developing skills in both reading and comprehension.
- In the summer term a written report is sent to parents covering all National Curriculum areas and a copy is kept for school.
- A year group evaluation of the curriculum is carried out at the end of each topic. This can be accessed by all Subject Leaders as part of their subject evidence of teaching and learning
- 'My Plans' are updated following Pupil Progress Meetings, in line with the SEND Code of Practice (Jan 2015).

Reporting

To teachers - this will take place through verbal communications between teachers during the moderation process and meetings between staff to discuss particular strengths and weaknesses of individual children and regular pupil progress meetings (every long term). In addition to this, class teachers are responsible for transferring all assessment information and school records to the children's new teacher, before the end of the Summer Term.

To parents - formal 'Parent Consultations' take place twice a year, where an individual appointment is arranged. Staff are available to speak to individual parents if a need arises. Parents are invited to meetings involving outside agencies working with their child. In Term 6 parents receive a written report on their child's progress during the school year. The report covers all National Curriculum areas of study and includes R.E. and P.S.H.E. In Reception reports are on the Early Learning Goals and the characteristics of effective learning. Some information will be given about work that has been undertaken but comments will be mainly concerned with achievements and future areas of development. Parents are also given written reports on their child's Phonics Screening Check results in Y1 and SATs results in Y2. Copies of My Plans are given to parents whenever amended.

To the Junior School – thorough transition meetings are held with the Y3 staff at DJS when information about individuals and their progress is discussed. Individual pupil records including reading levels, SEND records, end of Key Stage assessment scores are passed to the Junior School at the end of Key Stage 1.

We ensure that our reporting arrangements meet statutory requirements.

Inclusion

The principles of this assessment policy apply to all pupils, including those with SEN or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. This should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy