

# Assessment Policy

## Danecourt School



**Approved by:**

Emma Such

**Date:** 06.03.19

Matthew Smith

**Last reviewed on:**

06.03.19

**Next review due by:**

Sept 2019

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Principles of assessment .....	2
4. Assessment approaches .....	2
5. Reporting to Parents .....	5
6. Roles and responsibilities .....	5
7. Monitoring.....	<b>Error! Bookmark not defined.</b>
8. Links with other policies .....	6

---

## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to all stakeholders
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of Assessment at Danecourt

### *1. Assessment is at the heart of teaching and learning*

At Danecourt this means that we will use the principles of assessment for learning to enable pupils to know what they have achieved, and where appropriate talk about what they feel they have achieved and what they hope to achieve next. Assessment for Learning will be used to plan the next steps of learning for each individual pupil.

### *2. Analysis of assessment information will improve the quality of teaching*

At Danecourt this means that pupil progress will be recorded and analysed on a termly basis using a range of assessment tools. Teachers will meet three times per year with members of the leadership team to have a professional discussion about rates of progress and how to improve them further for all pupils. For any pupil requiring an additional intervention there will be an interim progress tracking meeting held with parents and key staff every term until such a time as progress is back within the expected range or moving forward at the expected rate.

All teachers and teaching assistants will know which pupils are making expected rates of progress and which are making less than expected rates of progress, relevant to their starting point, so that appropriate support can be planned. The leadership team, in conjunction with the Pupil Support Teacher will work with teaching staff and parents to identify successful strategies / interventions (whole school and / or individual interventions) to ensure a pupil moves forward with their learning.

### *3. Assessment will be accurate, consistent, reliable, free from bias, understood by all and increase parental confidence*

At Danecourt this means that teaching staff will be trained to assess progress accurately and support will be offered where necessary. Moderation meetings with staff will regularly sample pieces of work and where there are doubts about a pupil's attainment; a cross team discussion will take place to identify next steps. Parents will have the opportunity to discuss pupil progress throughout the year at parent's evenings and annual reviews.

Parents are invited to meet with key staff to discuss what is needed to help their child make progress at the expected rate. This is coordinated by Team leaders.

#### **4. Assessment will draw on a wide range of evidence to provide a complete picture of pupil's achievement over time**

At Danecourt this means that a combination of written evidence, photographic /video evidence, information from parents, pupil voice and staff observations will be used to inform the assessment process.

#### **5. Assessment will be used to set high expectations for all pupils, to celebrate achievement and to inform the next steps for pupils, their families and teachers**

At Danecourt this means that planning will reflect high expectations within the learning intentions and an indication of the type and level of support needed for individual pupils. The learning intentions and success criteria will be conveyed appropriately to pupils so that they are involved in their own learning journey.

#### **6. The reliability of teacher assessment will be achieved through rigorous moderation**

At Danecourt this means that formal internal moderation will take place three times a year and moderation with other local schools, special and mainstream will occur at least once across the year. This will ensure we can be confident in our judgements.

## **4. Assessment approaches**

At Danecourt School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

At Danecourt School we recognise that for our pupils progress is measured in very small steps and we should take every opportunity to recognise every achievement across a range of personal, social and academic activities. Assessment should raise the expectation of success rather than highlight failure

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

- **Formative** – the information gained ‘forms’ or affects the next learning experience.
- **Summative** – systematic recording of information which leads towards a summary of where pupils have reached at a point in time. This is an essential tool for identifying progress over time.
- **Nationally standardised assessments** – Danecourt school reports end of Key Stage data to the DFE at end of EYFS, Year 2 and Year 6. The EYFS data is presented in the form of Early Learning Goals and the Year 2 and Year 6 pupils are assessed against the Pre Key Stage standards guidance (for children who are DPS5 and above).

### **4.1 In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

We use assessment to provide positive feedback (see **Teaching and Learning Policy**), and assessment opportunities should be built in to the learning process and there should be equal access for all pupils (see **Single Equality Policy**).

Assessment for Learning (AFL) involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

#### **Assessment for learning should:**

- Be part of effective planning of teaching and learning.
- Focus on how pupils learn.
- Be recognised as central to classroom practice.
- Be regarded as a key professional skill for teachers.

- Be sensitive and constructive because any assessment has an emotional impact.
- Take account of the importance of learner motivation.
- Promote commitment to learning objectives and a shared understanding of the criteria by which they are assessed.
- Recognise that learners should receive constructive guidance about how to improve.
- Be reflective and self-managing, where possible.
- Recognise the full range of achievements of all learners.

**(ref: *The Ten Principles: Assessment for Learning QCA*)**

### **4.1.1 – Progress made against EHCP targets**

The EHCPs are reviewed annually during a Person Centred Annual Review (PCAR) meeting. This meeting involves all of the stakeholders involved in the care, health and education of the child. At the meeting, the EHCP and the long term outcomes are reviewed. From this meeting, the Interim Personal Targets (IPTs) are agreed for the child in each key area of need. An 'Interim Personal Target' is the new term for an annual review target.

#### **Interim Personal Targets Folder**

Danecourt has created a working formative assessment folder – the **Interim Personal Targets** folder - which holds the following:

- The Interim Personal Targets form
- The Assessment Points Weekly Tracking form
- Assessment Tools
- Other assessment documents relating to the child.

#### **Assessment points (APs)**

Assessment points (APs) are the developmental points to achieve the IPTs.

The teacher creates the Assessment Points as smaller steps to achieving the IPTs. The teacher also sets the associated success criteria (e.g. how many times the Assessment Point needs to be successfully undertaken before it is deemed to be achieved). The APs are constantly evaluated by the teacher and TAs (and also any third party involved e.g. SALT or OT). In consequence, this supports the **Transdisciplinary** approach to assessment with all agencies - in and out of the school - working together to meet the needs of the child.

The Assessment Points are tracked on a weekly basis on the Assessment Points Weekly Tracking Form.

### **4.2 In-school summative assessment**

Effective in-school summative assessment 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
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Danecourt, summative data is collated together from B Squared, Sounds-Write assessments, and annotations about other areas/ measures of progress at the end of Term 2,4 and 6 via a Pupil Summative Assessment Tracker.

This Summative Tracker allows teachers, in conjunction with SLT, to make a judgment about the progress of each individual child, based on below, expected or exceeding rates of progress. The judgement of what category that

child's progress sits in, is agreed and validated in conversation with SLT based on the knowledge and historic progress stories of each individual child and what their starting points were when joining the school.

After the completion of these Summative Trackers, teachers meet with members of SLT in Pupil Progress Meetings to discuss rates of progress for each child and to identify any concerns or intervention requirements needed to ensure that all children remain on track. Within these meetings, progress of significant groups e.g. pupil premium, FSM, ethnic groups and areas of need, are discussed to identify any intervention needs or particular children that need further monitoring.

For particular children whose progress has been raised in Pupil Progress meetings as a concern, will be set specific targets or interventions to support the specific area of concern that has been identified. This is then tracked and the impact monitored and evaluated over time.

These judgements are then fed into a school wide spreadsheet which allows concise, and meaningful data analysis to occur at a whole school level.

### **4.3 – Collecting and Using Data**

Once whole school data has been collated and presented, SLT then meet to discuss trends, patterns and next steps, to ensure that the summative data being provided by teachers is being used to inform practice. SLT and the assessment coordinator will produce case studies and the main headlines of the data analysis. This is then fed back to teachers and whole school improvement areas identified and fed into the School Development Plan. This data is then shared with governors and trustee members.

### **4.4 Nationally standardised summative assessment**

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1 for pupils that have an understanding of phoneme/grapheme correspondence. Also, for children who did not pass the assessment in Year 1, they will retake this in Year 2, if this is considered to be appropriate.
- Reporting end of Key Stage levels based on Pre Key Stage standards for Year 2 (standards 1-4) and Year 6 (standards 1-6).

## **5. Reporting to parents**

Keeping parents and carers informed of their child's progress throughout the year is extremely important at Danecourt to enable a collaborative and ongoing approach to ensuring our children make the best progress possible.

Parents are informed about their child's progress through:

- Parents Evenings twice a year.
- PCAR meetings.
- Regular communication through the use of a contact book.
- Access to Evisense and 2 Simple – an online evidence collating system.
- Annual reports to parents.
- Certificates sent home when each AP target is achieved.

## **6. Roles and responsibilities**

### **6.1 Governors**

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

## **6.2 Headteacher**

The head teacher 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

## **6.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **7. Monitoring**

This policy will be reviewed annually by the assessment coordinator and SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher and Deputy Headteacher are responsible for ensuring that the policy is followed.

The assessment coordinator will monitor the effectiveness of assessment practices across the school, through:

- Data analysis.
- Staff training/support with ongoing assessment practices.
- Monitoring of assessment practices throughout the school.
- Maintaining and creation of assessment documents that can be used across the school.
- Liaising with SLT to ensure assessment practices and processes are being used effectively to ensure maximum impact on pupil progress.
- Up to date with latest DFE assessment guidance and standards.

## **8. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Teaching and Learning Policy

## Assessment & Moderation Timeline

### Term 1

- **September** (first 6 weeks) Baseline assessments completed for all new pupils
- **September** - Provision Maps reviewed and evaluated
- **October** - Parents Evening
- **November** - Interim Pupil Progress Meeting
- **Ongoing** - Alternative Assessment Scales updated
- **On going** - Formative assessment

### Term 2

- **November** - Internal Moderation
- **December** - Assessment Week (Summative Assessment Trackers completed and Bsquared Data Drop)
- **December** - Pupil Progress Meetings
- **Ongoing** - Alternative Assessment Scales updated
- **On going** - Formative assessment

### Term 3

- **January** - Whole School Progress Data picture produced and discussed.
- **Ongoing** - Alternative Assessment Scales updated
- **February** - External moderation meetings
- **March** - Assessment Policy Review
- **On going** - Formative assessment

### Term 4

- **March** - Internal Moderation
- **March** - Parents Evening
- **April** - Assessment Week (Summative Assessment Trackers completed and Bsquared Data Drop)
- **April** - Pupil Progress Meetings
- **Ongoing** - Alternative Assessment Scales updated
- **On going** - Formative assessment

### Term 5

- **April** - Whole School Progress Data picture produced and discussed.
- **May** - External moderation meetings
- **Ongoing** - Alternative Assessment Scales updated
- **On going** - Formative assessment

### Term 6

- **June** - Internal Moderation.
- **June** - Year 1 & 2 Phonics Check.
- **June** - Assessment data reported to DFE via data dashboard.
- **June/July** - Reports to Parents published.
- **July** - Assessment Week (Summative Assessment Trackers completed and Bsquared Data Drop for all subjects)
- **July** - Pupil Progress Meetings.
- **July** - Whole School Progress Data picture produced and discussed.
- **On going** - Formative assessment.