



## Manifold Church of England Academy Assessment Policy

*"Love Jesus, Love others, Love learning, Love life"*

### **Principles and Aims**

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. It provides a framework within which educational objectives may be set and pupil progress tracked. It forms the basis for planning the next educational steps in response to a child's needs.

This policy outlines the purpose, nature and management of assessment at Manifold Church of England Academy School. The implementation of this policy is the responsibility of the whole staff.

### **Nature and Purpose of Assessment**

We monitor pupil progress through formative and summative assessment in order to raise standards of achievement and facilitate target setting.

Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.

Assessment supports informative and productive conversations with pupils and parents

### **Delivery**

At Manifold Church of England Academy, we use three broad overarching forms of assessment:

- Formative assessment 'evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly' (Day to day in school)
- Summative assessment to 'evaluate how much a pupil has learned at the end of a teaching period'
- Nationally standardised summative assessment used by the Government to hold schools to account.

The majority of assessment is formative and will help teachers:

- Plan work matched to children's attainment
- Provide effective feedback to pupils
- Identify where specific help is required
- Help children progress.

Some assessments are summative and include for example:

- End of unit tests
- Independent writing opportunities
- Comprehension questions
- Spelling and mental maths tests

Nationally standardised tests:

- Baseline assessment in EYFS
- Phonic testing
- End of Key stage tests

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

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them 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 (corrective activities) or extension (enrichment activities to

deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments' will be used including, for example,

- Making use of rich question and answers
- Marking of pupils' work, particularly using green for seen (highlighting areas of success) and pink for think (highlighting development/improvement areas)
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

### **'In-School Summative Assessment'**

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level 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. A range of 'In-school-summative assessments' will be used including, for example:

- Short end of topic or unit tests or tasks
- Half termly 'best fit' assessments relating to the National Curriculum Age Related Expectations. Children will be assessed in Reading, Writing, Maths and RE
- Reviews for pupils with SEN and disabilities
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Reception
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

### **Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction programme. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system and the LEP assessment system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Principal will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

### **Monitoring and Evaluation**

All staff are expected to follow the policy and the Principal, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body and Trustees.

**Assessment Protocols: Evidence collected to support teacher assessment**  
*Love Jesus, Love Others, Love Learning, Love Life*

**Early Years Foundation Stage**

On-going (daily/weekly basis):

- Observations by all members of the EYFS team
- Updates on the Learning Book (online)
- Completion of the EYFS Profile

Termly:

- Transfer of data and Profile onto LEP/SIMS software
- Phonics tracking

Evidence base for child:

- Baseline assessment (completed in first half term) using GL assessments
- Completed foundation stage profile
- LEP tracking
- Learning book
- Phonics tracking
- Evidence of writing (form not specified)

Overall assessment procedures:

- The above list of assessment evidence will provide a base from which the validity of teacher assessment can be moderated both internally and externally.
- This evidence will sit in many different places and it is not expected that you create an evidence file for each pupil.
- If moderated, either internally or externally, the assessment evidence for specified children will be requested and can be provided in a range of formats and forms.
- It is understood that the majority of this evidence will be observational and part of the learning book.

## Assessment Protocols - Key Stage One and Two

Year group	On-going	Regular	Termly	Evidence Base	Tests used:
KS1	<p>Marking (in line with policy)</p> <p>Assessment for learning and adaptation of teaching to meet pupil needs</p>	<p>Book evidence (writing/Maths)</p> <p>Mental Maths tests - weekly (Big Maths Beat That and Clic tests)</p> <p>Evidence of independent writing</p> <p>Guided reading sheets</p> <p>Comprehension evidence</p> <p>Evidence of application of writing/reading/maths in Learning Challenge Curriculum work (books/planning)</p> <p>Any other assessment evidence including tests (as needed) and formal SATs practice in Y2</p>	<p>Termly independent write (formal independent assessment) this can be done more frequently if wished.</p> <p>Reading assessment (standardised score)</p> <p>Spelling assessment (standardised score)</p> <p>Formal Maths assessment (Autumn/Spring/Summer)</p> <p>Assessment in foundation subjects/science/ICT/RE/PE</p>	<p>LEP Tracking</p> <p>Books</p> <p>Formal assessment data - Reading, spelling and Maths</p> <p>Phonics screening test (Y1)</p> <p>Formal end of year assessments in maths and reading</p> <p>Y2 Sats evidence</p>	<p>Maths - Half term assessment: White Rose Maths Assessments</p> <p>Maths - End of term assessment: GL assessment</p> <p>Reading: Accelerated Reader</p> <p>SPag: Focus Education</p> <p>SATs (Year 2)</p>
KS2	<p>Marking (in line with policy)</p> <p>Assessment for learning and adaptation of teaching to meet pupil needs</p>	<p>Book evidence (writing/Maths)</p> <p>Mental Maths tests - weekly (Big maths beat that and clic tests)</p> <p>Evidence of independent writing</p> <p>Guided reading sheets</p> <p>Comprehension evidence</p> <p>Evidence of</p>	<p>Termly independent write (formal independent assessment) this can be done more frequently if wished.</p> <p>Reading assessment (standardised score)</p> <p>Spelling assessment (standardised score)</p> <p>Formal Maths assessment (Autumn/Spring/Summer)</p> <p>Assessment in foundation subjects/science/ICT/RE/PE</p>	<p>LEP Tracking</p> <p>Books</p> <p>Formal assessment data - Reading, spelling and Maths</p> <p>Formal end of year assessments in maths and English</p>	<p>Maths - Half term assessment: White Rose Maths Assessments</p> <p>Maths - End of term assessment: GL assessment</p> <p>Reading: Accelerated Reader</p>

		application of writing/reading/maths in Learning Challenge Curriculum work  Any other assessment evidence including tests (as needed)			SPag: Focus Education SATs (Year 6)
--	--	---	--	--	-------------------------------------

**Overall assessment procedures:**

The above list of assessment evidence will provide a base from which the validity of teacher assessment can be moderated both internally and externally.

This evidence will sit in many different places and it is not expected that you create an evidence file for each pupil.

If moderated, either internally or externally, the assessment evidence for specified children will be requested and can be provided in a range of formats and forms.

A large chunk of this evidence should show pupils independent work and the application of skills in other subject areas.

Policy history		
Approved	Details of changes made	
Signed by chair of governors	Amendments made yes/no	Date September 2016
Signed by chair of governors	Amendments made yes/no Pupil asset replaces with LEP and SIMs	Date September 2017
Signed by chair of governors	Amendments made yes/no Pira and Puma no longer used - replaced with White Rose Maths and Accelerated Reader	Date September 2018
Signed by chair of governors	Amendments made yes/no	Date