



Inspire Education Trust

Together we achieve, individually we grow

Assessment Policy



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1. Introduction

The purpose of this document is to describe our current assessment procedures and the ethos underpinning these. We see assessment to be an essential part of teaching, learning and management within the school. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

2. Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

3. Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Arrange and facilitate moderate meetings so that teacher assessments are robust.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use on-going formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

4. How assessment outcomes are collected and used

We use 3 key forms of assessment:

- a) In-school formative
- b) In-school summative
- c) Nationally standardised summative

a) In-School Assessment for Learning (Formative)

This is the most informal strand of our procedures, which embeds assessment at all points of the planning teaching learning cycle. For example, we assess children's prior knowledge to inform the teacher's planning, and, as we are teaching, assess how children's learning is progressing. This takes place continually, and in a range of forms, as described below. All will be found in evidence across the school, but will vary according to the age of the children or the activity taking place.

Monitoring

While children are learning, teachers and other adults in school monitor children's work and intervene where necessary to ensure appropriate progress is made.

Marking

Teachers use the opportunity of marking children's work to check progress against learning targets and suggest next steps for improvement. We use a range of simple codes to simplify the process (as displayed in classrooms), and try to make comments as succinct and positive as possible. When appropriate, marking may take the form of verbal feedback to individuals or groups.

Self-assessment

We involve children in the assessment of their own learning by providing a range of opportunities to comment on their progress and understanding. This may take the form of marking against shared success criteria, or giving a 'thumbs up' at the end of the lesson if they have met the learning objective for that session. We may also question children on aspects of their learning

Learning conferences

This involves talking to individuals or groups about their learning, and mutually agreeing targets for the future. This is particularly useful when preparing for sharing targets with parents.

Observations

Used extensively (but not exclusively) in the Foundation Stage, this involves teachers or other staff observing children learning, and recording their progress against given criteria.

b) In-School Assessment for Information (Summative)

This is the most formalised strand of our procedures, primarily because we are required to obtain standardised data about the children at key points throughout the primary phase. We also need to be able not only to know how children are attaining/progressing, but also how we know, i.e. on the basis of solid evidence. Our summative assessment gives us a sound basis for making judgments about children's attainment and progress, and also a wealth of information for teachers as they set numerical targets.

The summative information can also be used formatively, that is, to adapt planning and teaching approaches based on what we have found out. Where applicable, this will be noted below.

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations. These are based on the average age of pupils at the end of each term.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
	B1		D1		S1	
Y2	6	10	7	2	7	6
	B2		D2		S2	
Y3	7	10	8	2	8	6
	B3		D3		S3	
Y4	8	10	9	2	9	6
	B4		D4		S4	
Y5	9	10	10	2	10	6
	B5		D5		S5	
Y6	10	10	11	2	11	6
	B6		D6		S6	

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

We are currently waiting for the government to issues guidance on the weighting of subject areas. In the old national curriculum in mathematics, number carried approximately a 70% weighting. English composition was also highly weighted compared to spelling, vocabulary, punctuation and grammar. Our current approach is to bear the old 'weighting' in mind when making professional judgements of in-year attainment. We will review this when government guidance becomes available.

Assessment Map

Our principal tool is the assessment map, which set out all our formal assessment procedures throughout the whole primary phase. Term by term we can see what is happening in each year group, and how each year informs the next.

Testing

We use a range of nationally standardised tests at different points throughout the year.

Reading

Rising Stars assessment.

Writing

In-house devised writing assessments linked to our Themed Curriculum.

Grammar

Twinkle Grammar, Punctuation and Spelling papers and Read, Write Inc, Spelling assessment materials.

Mathematics

Cornerstone's Maths Assessment: Arithmetic and Reasoning Papers.

C) Nationally standardised summative assessment (Summative)

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception baseline check (statutory from September 2016)
- Year 1 Phonics Screening Test
- End of KS1 SATs in English and Maths (end of Year 2)
- End of KS2 SATs in English, Maths and Science (end of Year 6)

5. Cornerstone's Planning and Assessment Package

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for Reading, Writing, Grammar & Punctuation and Mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids are used to assess and record attainment in Reading, Writing and Mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgments on children's attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they have mastered the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Below expected standard	Expected standard			Above expected standard
		Working at expected standard		Working at greater depth within the expected standard	
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
O Track	B2	D2	S2	B3	D3
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months
O Track	B6	D6	S6	B7	D7

Teachers moderate work at similar levels across school and with other schools in the Potential Network to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

6. Other Assessment Areas

Group Reading Records

Group (also known as guided) reading takes place regularly as part of children's English provision. During each session notes are kept about children's performance and progress. These notes are used to monitor children's reading levels throughout the year.

Foundation Subjects

Each half term in Years 1 to 6 a task is built into the planning which will assess children's knowledge, skills and understanding against skills progression and age-related expectations in Foundation Subjects. These assessments will be planned into our Themed Curriculum work. All subjects will not be assessed each term as different themes have different subject focuses.

Assessment in the Early Years

Children are currently assessment against the Development Matter age-bands. The information is tracked and added to informally throughout the year. At the end of Reception children are ranked on whether they have achieved A Good Level Of Development or not.

Data gathering and analysis

At three points each year we capture the children's attainment in Reading, Writing, GaPS and Maths (Years 1-6) and compare children to their predicted levels of achievement. The Headteacher uses this data as part of the monitoring procedures and works with the Inclusion Manager and other staff with management responsibilities to ensure children needs are met as soon as possible through intervention strategies (Provision Management), or through targeted teaching in class.

Pupil progress is discussed with the School improvement partner on a termly basis.

7. Reporting to Parents

As a school we value the parents' role as stakeholders in their children's education. We meet our legal requirements for communicating about children's performance and progress in a number of ways. Termly newsletters give parents information about the content that will be taught, enabling

our reporting procedures to focus mainly on learning. This can take place informally, as and when staff or parents have concerns or successes to talk about. It also takes place formally, as described below.

Open Afternoon - Come & Share

In the Autumn Term parents and other relatives are invited to see children at work in class, and to see evidence of the children's learning through displays and exercise books. There is time here to discuss progress informally with the child and the teacher.

Parents' Interviews

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we meet all parents collectively and share the planned learning for the child during that academic year. There is an opportunity for individual discussion after the group meeting. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year parents have the opportunity to review their child's written report and the targets identified in it for the next school year (see next paragraph).

Written Reports

In July, parents receive a written report covering all the aspects of a child's learning. We comment on English and mathematics skills in detail, while giving a more general indication of attainment in the other subjects. We also comment on children's learning skills, and on their general attitude and behaviour. The report also includes comments from the Headteacher and a summary of attendance data for the year. Part of the report is given over to children's own assessment of their performance and progress during the year, which will vary in format according.

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the Most Able (Using Cornerstone materials)

Children who achieve all age-related statements within Cornerstone's Reading, Writing and Maths early in a term will be judged to have shown depth of learning in that subject/subject area. They can then be judged against the statements in a subsequent grid. Teachers can also refer to the Cornerstones 'Problem solving, depth and fluency' Essential Skills document which allows children to demonstrate their mastery of mathematical concepts through problem solving. For children working above Year 6 ARE, we use the Cornerstones Higher Order Essential Skills for English and mathematics. These have been created with reference to the national curriculum programmes of study for KS3. We are able to assess children against age-related expectations up to 14 years, 6 months.

Feedback for pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

Verbal feedback

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

Written feedback

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgment. If we consider that the objective has not been met, we make clear why we think so. In either case we identify what the child needs to do in order to produce (even) better work in the future.

Self/Peer assessment

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

Planning for feedback

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

Inclusion and Assessment

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities, or special educational needs and how well we meet the specific needs of able gifted and talented pupils.

Consistency

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgments about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgments about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Conclusion

Overall, we aim to maintain a balanced approach to assessment and reporting - balancing formality and informality, quality and efficiency - and to make the best possible use of the information we have gathered to further children's learning.

Date approved by Local Governing Body: March 2016

Date to be reviewed: Spring Term 2018

Signed: _____

School Yearly Assessment Overview

September	<ul style="list-style-type: none"> • Ratify/moderate summer data using Assessment and Moderation (AM) Grids • Report to Local Governing Body • Year 1 - Year 6 Baseline testing and Attainment and Gap Analysis (including Cornerstones Arithmetic Test 1) • Nursery and Reception baseline • Pupil progress/target-setting meetings • New Interventions up and running
November End of Autumn 1	<ul style="list-style-type: none"> • Mathematics summative tests (including Year 2 -Year 6 Cornerstones Arithmetic Test 3 and Autumn Mathematics Reasoning Papers 2 and 3). Attainment and Gap Analysis. • Reading, Writing and GaPS tests • Moderation in year groups and Potential Network
December End of Autumn 2	<ul style="list-style-type: none"> • Updating Reading, Writing GaPS and Maths assessment using A & M Grids. • Input data into O Track • Analyse data/moderation • Pupil Progress Meetings
January	<ul style="list-style-type: none"> • New Interventions up and running
February/ March End of Spring 2	<ul style="list-style-type: none"> • Mathematics summative tests (including Year 1 -Year 6 Cornerstones Arithmetic Test 5 and Spring Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis. • Reading, Writing and GaPS tests • Moderation in year groups and Potential Network • Updating Reading, Writing GaPS and Maths assessment using A & M Grids. • Input data into O Track • Analyse data/moderation • Pupil Progress Meetings (including a review of interventions)
May	<ul style="list-style-type: none"> • New Interventions up and running (Start of Summer term) • National testing in Year 2 and Year 6.
June/July	<ul style="list-style-type: none"> • Year 1 Phonics test • Year 1 -Year 6 Summative tests (including Cornerstones Arithmetic Test 7 and Summer Mathematics Reasoning Papers 2 and 3). Attainment and Gap Analysis • Reading, Writing and GaPS tests • Moderation in year groups and Potential Network • Updating Reading, Writing GaPS and Maths assessment using A & M Grids • Input data into O Track • Analyse data/moderation • Pupil Progress Meetings (including a review of interventions) • Year 2 and Year 6 teacher assessment against interim frameworks • Good Level of Development submitted to Head/ LA • Transition meetings and class information handover • Finalise teacher assessments - input into O Track • Data analysis