

Assessment Policy

1. Purpose and principles of assessment

1.1 The over-riding principle of good assessment is that it should be clearly tied to its intended purpose. At Redlands we need to be clear:

- Why pupils are being assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

1.2 Different forms of assessment may serve different purposes for different people and organisations, including: pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

1.3 There are three main forms of assessment, each with its own purpose:

1. **In-school formative assessment** – this is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Examples include:

- Question and answer during lessons
- Marking of pupils' work
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

2. **In-school summative assessment** – this enables teachers to evaluate how much a pupil has learned at the end of a teaching period. Examples include:

- End of year tests
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

3. **Nationally standardised summative assessment** – this is used by the Government to hold schools to account. Examples include:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics screening check in Year 1
- Early Years Foundation Stage teacher assessments at the end of FS2

2. The primary purposes of day-to-day in-school formative assessment

2.1 For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

2.2 For parents:

In-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and teachers in supporting children's education.

2.3 For teachers:

In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers 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 or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts, to plan future lessons accordingly and to inform pupil progress meetings.

2.4 For school leaders:

In-school formative assessment provides a level of assurance for school leaders. As a result of effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

2.5 For the Government:

The Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

2.6 For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."*

Ofsted Handbook, 2015

3. The primary purposes of in-school summative assessment

3.1 For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.

3.2 For parents:

In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term or a year.

3.3 For teachers:

In-school summative assessment enables teachers 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 help teachers to plan for subsequent teaching and learning.

3.4 For school leaders:

In-school summative assessment enables school leaders 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.

3.5 For the Government:

The Government does not have a role in determining in-school summative assessment. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

3.6 For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

*“Ofsted will take a range of evidence into account when making judgements, including published performance data, the school’s in-year performance data and work in pupils’ books and folders. However, unnecessary or extensive collections of marked pupils’ work **are not** required for inspection.”*

Ofsted Handbook, 2015

4. The primary purposes of nationally standardised summative assessment

4.1 For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

4.2 For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally.

4.3 For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

4.4 For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark the school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness.

4.5 For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

4.6 For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with the school when making judgements about the school's performance, as part of Ofsted's wider judgements of overall effectiveness.

5. Further purposes of assessment in our school

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning and pupil progress meetings.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the Headteacher and Deputy Headteacher with information to identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

6. Responsibilities

6.1 Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data and utilise the information to support school improvement and raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis.

6.2 Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the school's performance.

- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To lead pupil progress meetings

6.3 Key Stage Leaders

- To lead pupil progress meetings
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

6.4 Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

6.5 Class Teachers

- To identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To provide information for pupil progress meetings.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this into the school's tracking system.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs and Disabilities (S.E.N.D.) Coordinator are carried out for pupils with S.E.N and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

7. Ongoing Formative Assessment

7.1 We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives and success criteria for each lesson.
- Questioning throughout the lesson in order to judge pupil understanding.
- Observations – often by Teaching Assistants either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.

- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria.
- Sampling pupils' work.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

8. Half-termly Summative Assessments

8.1 Teachers assess pupils' attainment every short term in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out using Early Years Outcomes and Development Matters in FS1 (Nursery)
- The Foundation Stage Profile is used to assess pupils in FS2 (Reception)
- In KS1 and 2, assessments are carried out in reading, writing and maths against the National Curriculum expectations using Target Tracker Band Statements for each year group
- Class teachers ensure that assessment information is recorded on the school's tracking system at 6 points during the year

9. Data Analysis

9.1 The Headteacher utilises the assessment data to carry out an analysis of the data each long term. This information is used to inform the :-

- Pupil Progress meeting discussions
- School Self Evaluation
- Headteacher reports to Governors
- School Development Plan

10. Pupil Progress Meetings

10.1 These are held on a regular basis (at least four times per year) and are attended by the class teacher and a senior leader as follows:

The focus of the pupil progress meetings is:-

- to discuss attainment and progress generally within the class using the data report to provide context and any additional information gained from the data analysis by the Headteacher
- to set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

11. End of Year Assessments

11.1 A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science (core subjects) and the summative reports to parents indicate how well each pupil is attaining compared to the expectation for that year group

11.2 Each child is also assessed in the non-core subjects at the end of each year and this is entered into Target Tracker.

11.3 Assessment data is reported annually to the Local Authority/DfE at the end of:-

- FS2 (Reception)
- Year 1 (Phonics Screening Test)
- Year 2
- Year 4
- Year 6

12. Marking and Feedback

12.1 Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take in order to move their learning on. *See the Marking Policy for detailed information.*

13. Recording

13.1 A variety of recording systems are used by teachers which are manageable and purposeful.

13.2 Assessment data is recorded centrally on the school's tracking systems.

14. Assessment Moderation

14.1 Subject meetings may be utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

14.2 Assessment moderation is also carried out with teachers at other schools in order to ensure consistency and accuracy.

15. Monitoring and evaluation

15.1 The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

15.2 Literacy and Maths subject leaders will carry out monitoring on a regular basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

15.3 Subject Leaders of other subjects will look at assessment practices within their subject as part of their annual monitoring of their subject.

16. Reporting to Parents

16.1 Reports to parents are given verbally at parents' evenings three times a year along with written information on the children's attainment and their targets. A comprehensive written report is provided in the Spring for children in Y1 – Y6 and in the Summer for children in the Foundation Stage. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

17. Special Educational Needs and Disabilities

17.1 Early identification of children with special educational needs is essential. The school's SEND Policy gives details of the procedures for identification and assessment.

18. Transition and Transfer

18.1 Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunity to achieve.

18.2 Transition meetings are held when a child enters nursery (FS1) to build up a picture of any previous schooling and achievements, when a child enters school in FS2, between class teachers each year and with the secondary school at the end of Year 6.

18.3 When children move schools, information is sent through the CTF (common transfer file).

19. Equal Opportunities

19.1 Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

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