



Lynneham

Primary School

Assessment Policy

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Governor responsible	Anthony Jones
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Frequency of policy review	2 years
	(dependant on Government guidance)

Document Version Control

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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 parents
- 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

Assessment is a vital part of a child's education. It is used to identify what has been learnt securely and what else needs to be learnt or is currently insecure. This enables teachers to plan learning experiences that provide children with the necessary steps to enable them to make continued progress and secure knowledge, skills and understanding.

In 2014 the National Curriculum in England changed and the old system of 'levels' was removed. At Lyneham Primary School, children are not awarded levels in any subject, but teachers assess children by making a judgment about how they expect children to attain at the end of a key Stage. This means that Pupil Progress Meetings can be more focused on discussing what skills a child needs to get better at or learn rather than trying to increase an arbitrary numerical level with no inherent value or skill attached to it.

As well as measuring attainment and progress, schools also need to measure the educational value that it adds to children as they move between key stages.

At Lyneham, roughly 70% of our pupils are from forces families and will not be at the school for the duration of a whole key stage. This makes it vitally important that accurate assessments are made on children's current attainment levels as they arrive and as they leave, so that the school can both measure the value added to a child's education during their time at Lyneham, and so that it can provide accurate assessment information to the child's new school.

In order for the school to facilitate this, at data collection points, pupil information is divided into several groups. Data reports show a baseline for children currently on roll who were at the school for the baseline assessment data period and their current attainment and progress, and then separately identifies children who joined the school at subsequent assessment periods.

Children are only part of the baseline assessment group when they have been on roll for a data collection point in Term 6. This forms the baseline for the following academic year. When a child arrives in Term 1, they will not be reported in the data until the end of Term 2, but will still not be present in the baseline data until the next academic year.

This allows us to be able to specifically measure the value that Lyneham Primary School has added, separate to the progress made in other schools, therefore we are able to more accurately identify a child's need and set appropriate targets and offer suitable interventions.

Our expectation is that all children make good or better progress and that 80% of each cohort is able to achieve age related expectations in Maths and English and that 30% exceed age related expectations in these subjects.

At LPS we have a large number of children enter our school throughout the year. It is important that within the first two weeks of a child joining us we have a baseline set of assessments. To help with this teachers should use the summative assessment packages above. Teachers should administer the previous term's tests. Where a child joins the school in term 1 the test from the previous year should be used.

These test should be used to help build up an assessment of the child and are not used as a standalone measure to find a 'level'.

4. Assessment approaches

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

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

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

Ongoing feedback is given to children after completing tasks in-line with the marking and feedback policy. This is done so that pupils have an accurate understanding of what they are secure with and what they need to develop next. In addition to teacher feedback, pupils are also encouraged to mark their own work in maths so that they are able to immediately check whether they are secure with some learning and how they can move themselves on within a lesson. There are also regular opportunities for peers to look over each other's work and give direct feedback related to the success criteria for the given task. This approach supports children in developing analytical skills.

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

Summative data is recorded in Key Stage One and Two for reading, writing and maths, and also phonics in Key Stage One in the following ways:

Maths

- Formal testing six times a year using White Rose Maths Hub assessments. These assessments are used because they closely link to the curriculum that has been taught and offer an opportunity of measuring progress from prior starting points.
- Classroom monitor teacher assessments. This is an ongoing assessment program that allows teachers to build a picture over time of how securely children are developing new skills and inform lesson planning.
- PUMA maths tests three times a year at the end of terms two, four and six.
- Analysis of standardised scores will be used to generate target groups of children for intervention, challenge or support as appropriate.

Reading

- Formal reading comprehension tests in the style of End of Key Stage assessments, three times a year.
- Classroom monitor teacher assessments.
- Single word spelling tests three times a year.
- PIRA reading comprehension tests three times a year at the end of terms two, four and six.
- Analysis of standardised scores will be used to generate target groups of children for intervention, challenge or support as appropriate.

Writing

- Exact fit writing assessment grids reported six times a year, but used on a continuous basis.
- Comparative Judgements moderation once a year for each year group.

Summative judgements are made by teachers six times a year and are based on teacher's ongoing assessment of a children. At the end of the autumn, spring and summer terms children sit standardized tests in Reading and Maths. At these points, a child's results in the test must tally with Teacher assessment in order for the school to validate it's judgments on pupil progress and attainment. Writing judgments are validated for each year group across the year through national moderation using the software Comparative Judgements and through moderation activities with other schools.

All summative assessment is analysed by leaders and used to set future targets and school development priorities. It is also used during pupil progress meetings to identify individual and groups of children in need of additional support or teacher focus. Summative data is also used to set teacher performance management targets and for accountability purposes. Overtime, an improvement in summative assessment results will be used to evidence improvements in the school and identify future priorities.

4.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Reporting and using data

Teachers report assessment six times a year in the penultimate week of term. Two judgments are made for each child for Reading, Writing and Maths.

One Judgement is made for progress and can be one of three possible options: Insufficient progress; expected progress; accelerated progress. In order for children to make good progress as judged by the school, they need to make at least expected progress at each assessment point. Children who make insufficient progress or who have made expected progress but are still not on track to achieve Age Related Expectations will be highlighted at Pupil Progress Meetings and additional support will be planned to get those children back on track.

The other Judgement is made for attainment. This is a judgment made by teachers, supported by the evidence gathered as described above and is a forecast of how children are expected to attain at the end of the current Key Stage given the evidence gathered to date. This could be one of four possible judgements: Working Below Standard; Working Towards Standard; Working At Standard; Exceeding Standard. It may be that given a Special Educational Need, that a child will not be expected to be Working At Standard, however all children working below the expected standard are discussed at Pupil Progress Meeting and considered for intervention on a case by case basis.

Progress and attainment information is shared with parents five times a year through parent consultation meetings and reports. This information is shared so parents understand their children's current attainment and progress and can use this information to further support their children at home.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs 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. However, 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.

7. Roles and responsibilities

7.1 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

7.2 Headteacher

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

7.3 Teachers

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

8. Monitoring

This policy will be reviewed annually by the Assessment Leader. At every review, the policy will be shared with the governing board.

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

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

- Moderation
- Lesson observation
- Book scrutinies
- Pupil progress meetings
- Pupil conferencing