

# LANDYWOOD PRIMARY SCHOOL



## **Assessment Policy**

**June 2018**

This policy has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015)<sup>1</sup> and in line with the 'Purposes and Principles of Assessment without Levels'. The overriding principle of good assessment is that it should be clearly tied to its intended purpose.

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period
- nationally standardised summative assessment, which is used by the Government to hold schools to account.

Good formative assessment ranges from the probing question put to a pupil as they think something through quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

### **Aims and Principles of Assessment**

Assessment is an integral part of teaching, focusing on the curriculum and it lies at the heart of promoting children's education. High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment). The school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively. Assessment must be for a purpose, and must be fit for its intended purpose. Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes. It provides information which is clear, reliable and free from bias which informs teaching and allows for learning to be directed appropriately. Assessment supports informative and productive conversations with pupils and parents allowing children to reflect on their own progress, so that they can understand their strengths and identify what they need to do to improve.

### **Delivery**

At Landywood Primary School, we use three broad overarching forms of assessment: Day to Day In-School Formative Assessment, In-School Summative Assessment and Nationally Standardised Summative Assessments.

### **Day-to-Day In-School Formative Assessment**

Day to Day In-School Formative Assessment is an integral part of teaching and learning. Good quality formative assessment 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).

Using the school's tracking system, Classroom Monitor, the monitoring of daily lesson delivery and learning by the children is recorded. In this way, it supports teachers to provide appropriate support (corrective activities) or 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. Strands of learning are considered across reading, writing and mathematics using recognised interpretations of the National Curriculum (NC).

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

- support children in measuring their knowledge and understanding against learning objectives, 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
- record and report progress to parents providing them with a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve.

It is our intention that this will help re-inforce the partnership between parents and schools in supporting children's education

A range of formative assessments to aid the school's tracking system are used including:

- making use of rich questions and answers
- informal class based assessments e.g. spellings and times tables
- pupil progress meetings
- cold, warm and hot writes
- marking of pupils' work (see Marking and Feedback policy for details)
- self-assessments are on every page of the English and Maths books
- observational assessments
- frequent short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment e.g. self-marking against agreed success criteria
- peer marking

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

In-school summative assessments are used to monitor and support children's attainment. They 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 are also used at whole school level to monitor the performance of pupil cohorts by subject leaders and champions - to identify areas

where interventions may be required and to work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.

A range of in-school-summative assessments will be used including, for example

- end of year tests
- short end of topic tests
- home learning
- reviews for pupils with SEND requirements

Using termly 'best fit' assessment relating to the National Curriculum age related expectations (reported on Classroom Monitor for Reading, Writing and Maths) allow teachers to report to the Assessment Leader and Leadership Team the progress and attainment of their year, identifying strengths and weaknesses that may need attention. This in turn is reported to the Governing Body termly as part of the curriculum and assessment sub-committee requirements identifying by group not individual.

The summative assessments are used to provide an end of year annual report to parents outlining progress and attainment of children in relation to National Curriculum age related expectations with appropriate Teacher Assessment comments.

All data is held on Classroom Monitor. As requested by school and confirmed by Classroom Monitor, a certificate of GDPR compliance for Classroom Monitor will be sent out to school, prior to commencement of the GDPR required start date at the end of May 2018.

### **National standardised summative assessment**

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally for children in Reception use of EYFS end of foundation profile assessments; phonic screening and internally marked Standardised Assessment Tests (SATs) in Year 2; externally marked SATs in Year 6. All of these may be moderated by the Local Authority for accuracy and reliability ensuring the school's judgements are sound.

They provide parents with information on how the school is performing in comparison to schools nationally and with schools of a similar makeup. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context.

Additionally, in Years 1-6, PIRA, PUMA and GaPS assessments are used at the end of each term to assess progress in Reading, Maths and Grammar, Punctuation and Spelling.

Nationally standardised summative assessment enables the school's 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.

## **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. Where required the school will make use of the Birmingham Continuums<sup>3</sup> for assessing the appropriate position and requirements of children with special needs for academic development. A tool that supports schools in identifying specific levels of need and ability for SEND and other pupils with their English skills (including speaking and listening) and Maths, so that effective provision can be made to enable accelerated rates of progress.

### Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment.

A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year (Appendix A). Teachers need to be able to produce evidence of judgments through children's work; therefore children's exercise books should always be kept according to relevant policies such as presentation, handwriting and marking.

Class teachers keep all assessments for the current year. At the end of the year SLT make arrangements for the assessments to be passed on to the next teacher or another relevant body, and facilitate pupil handover meetings.

All data is kept on Classroom Monitor.

A review is written after each data collection point (Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2) and details the progress of key groups, classes and year groups and makes recommendations on moving forward for whole school, individual year groups and children. The review is shared with the governors on a termly basis.

Pupil Progress Meetings produce further documentation every half-term.

Staff add to the PIRA, PUMA and GaPS tracking grids termly as an ongoing record that is used to support Classroom Monitor data and the progress of key groups, classes and year groups.

### Mastery

The 2014 National Curriculum states that "the expectation is that the majority of pupils will move through the programmes of study at "broadly the same pace" and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content". There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

### The Assessment Cycle at Landywood Primary School

#### In Brief:

- Six summative assessment periods half-termly
- Half termly checks and Statutory Assessments in May for pupils in Years 2 & 6

- Baseline established in September for EYFS and data input on Classroom Monitor in line with the rest of the school
- Pupil Progress Meetings half-termly with TAs contributing to end of term Pupil Progress Meetings

#### Appendix A

|                  |   |  |
|------------------|---|--|
| <b>September</b> |   | <ul style="list-style-type: none"> <li>• Using June data new class teachers establish class need using pupil and groups data.</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children (approx. 1/3 of class)</li> <li>• Data used to set performance management targets</li> <li>• Set pupil performance targets</li> <li>• Phonics assessments undertaken</li> </ul> |
| <b>EYFS</b>      |   | <ul style="list-style-type: none"> <li>• Baseline established</li> <li>• Groups analysis to inform provision</li> <li>• Data input into Classroom Monitor in line with the rest of school</li> </ul>   |
| <b>October</b>   | EYFS<br>Year 2 & 6 Progress Reviews<br>Parents' Evening               | <ul style="list-style-type: none"> <li>• Using baseline data class teachers establish class &amp; group needs</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children (approx. 1/3 of class)</li> <li>• Data used to set performance management targets</li> <li>• Termly reporting to parents</li> </ul>   |
| <b>November</b>  | Pupil Progress Meetings   | <ul style="list-style-type: none"> <li>• Pupil Progress meetings undertaken from Nursery to Year 6</li> </ul>  |
| <b>December</b>  | Data Collection Week (Curriculum Team)<br>Year 2 & 6 Progress Reviews | <ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GPS</li> <li>• Cohort and groups data sets compiled</li> <li>• Moderation meeting first week of Dec/data submitted by end of first week in Dec</li> <li>• Phonics assessments undertaken</li> </ul>   |
| <b>January</b>   | Pupil Progress Meetings   | <ul style="list-style-type: none"> <li>• Pupil Progress meetings</li> </ul>  |

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|-----------------|---|--|
|                 |   | undertaken from Nursery to Year 6  |
| <b>February</b> | Pupil Progress Meetings   | <ul style="list-style-type: none"> <li>• Pupil Progress meetings undertaken</li> </ul>   |
| <b>March</b>    | Parents' Evening  | <ul style="list-style-type: none"> <li>• Termly reporting to parents</li> <li>• Phonics assessments undertaken</li> </ul>  |
| <b>April</b>    | Pupil Progress Meetings   | <ul style="list-style-type: none"> <li>• Pupil Progress meetings undertaken from Nursery to Year 6</li> </ul>  |
| <b>May</b>      | End of Key Stage Statutory Assessments (standard tests, checks alongside teacher assessments)<br>GL Assessments | <ul style="list-style-type: none"> <li>• Statutory Assessments for Reading, Writing, Maths, Grammar, Spelling Punctuation undertaken in Years 2 and 6</li> <li>• Outcomes for Reception children summarised against each area of learning and reported.</li> <li>• Phonics assessments undertaken</li> </ul>   |
| <b>June</b>     | Data Collection Week (Curriculum Team)<br>Year 1 phonics Check  | <ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP</li> <li>• Annual progress measures established</li> <li>• Using summative tests</li> <li>• Cohort and groups data sets compiled</li> <li>• Year 1 Phonics check undertaken within statutory timeframe. Repeat Y1 phonics test for underachievers</li> <li>• Performance management targets reviewed</li> </ul> |
| <b>July</b>     | Handover meeting  | <ul style="list-style-type: none"> <li>• Summative data passed on to new class teacher</li> <li>• Phonics assessments undertaken</li> <li>• Data analysis undertaken to produce report for start of next school year</li> </ul>  |

### **Training for staff**

After joining the school, all teachers are provided with access to a copy of this policy and it will form part of the induction program. 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 Birmingham SEN Continuums and Classroom Monitor will be given. Continuing professional development may take various forms including the provision of direct face to face training, coaching and online training. The Assessment Leader 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.

## References

- 1 <https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>
- 2 Landywood Primary School Marking and Feedback Policy
- 3 Birmingham Continuums SEN Audit, Audit Continuum and Comparative Audit Database (Pupil and School Support Unit, Inclusion Support Education Centre)