



Discovery Primary Academy

Assessment Policy

Introduction

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims and Principles of Assessment

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders and Governors to evaluate and continually improve on the quality of provision for all pupils

Key Objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Pupil self-assessment e.g polishing pen, self-marking against agreed success-criteria
- Verbal and written feedback in line with the school's marking policy

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
- use the information to inform future planning through well-matched learning objectives and differentiated success criteria.

Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school

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.

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.

- End of year tests
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. 1s) reported on Target Tracker for Reading, Writing, Maths and Science (See Appendix 1).
- English progress tests
- Pira reading test

For further information please see appendix titled Assessment Grid 2018-2019.

We ensure consistency in teacher assessments by:

- Agreeing details of criteria.
- Moderating within year groups and as a whole-school regularly
- Joining local authority (LA) moderation activities
- Discussing consistency in planning sessions

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's leadership team and Governors 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:

- EYFS Profile
- The Phonics Check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2
- National Curriculum tests and teacher assessments at the end of

	<p>Key Stage 1</p> <ul style="list-style-type: none"> • Times tables test at the end of year 4
<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<p>Pupils are involved in contributing to their short-term targets by:</p> <ul style="list-style-type: none"> • Discussing areas of development • Keeping targets visible to pupils • Reminding pupils of their targets regularly and discussing progress towards them half termly <p>It is important that we involve children in the assessment process and Assessment For Learning (AFL) is a key part of our teaching.</p> <p>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.</p> <p>We have an agreed code for marking, as this ensures that we all mark in the same way (see marking policy).</p> <p>We give children verbal feedback on their work whenever possible.</p> <p>When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.</p> <p>We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.</p> <p>We allow time for children to absorb any comments written on their work and complete 'next steps'. We do this to ensure that the time that our teachers spend marking really has an impact on the children's progress.</p>
<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We keep parents informed by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally • Sharing progress and targets at termly parent's meetings • Sending parents annual written reports during the summer term. In this report we outline the effort, progress and attainment of children in relation to National Curriculum age related expectations and identify target areas for the next school year • In reports for pupils in Year 2 and Year 6 we provide details of the levels achieved in the national tests and teacher assessments • We offer parents of pupils in Year R the opportunity to discuss the end of year assessments with their child's teacher • Teachers give parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>The senior leadership team (SLT) and phase leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment • Pupil progress meetings are held half-termly to analyse individual pupil's progress and action intervention when necessary. <p>Subject leaders are responsible for:</p>

	<ul style="list-style-type: none"> ● Keeping examples of children’s work within their subject area. ● Using national exemplification materials to make judgements about the levels of the children’s work. ● Ensure samples that they keep of children’s work reflect the full range of ability within each subject.
Sharing information about pupils’ attainment	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> ● School staff on a need-to-know basis, i.e. for the purposes of teaching ● The receiving school when pupils leave ● Professionals who work with the school for advisory purposes

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’s special education needs and any requirements for support and intervention.

Training for Staff

After joining the school, all teachers will be provided will be provided with 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 the school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Deputy Headteacher 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.

Policy Written: November 2016

Policy Ratified: July 2017

Review Date: November 2019

Appendix 1

Tracking Attainment and Progress with Steps using Target Tracker

Steps



Each year band for Reading, Writing and Science has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+)

The three broader sections may be thought of in these terms-

Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.

Working Within – Pupil learning is fully focussed on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments, in the front of their books, between around 40% and 70% achieved.

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

Where the sections have been broken down into steps this is designed to allow the teacher to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in year 2. The next time the teacher records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting.

At half termly intervals, teachers select a step to show where each pupil is working. Lower achieving pupils may be working at a band outside of their current year, and can be recorded as such.

Appendix 2

Assessment Grid 2018-2019

	Term 1	Term 2
Autumn Term	Assessment week beginning End of 1 st October and week beginning 8 th October. Data to be on target tracker by 10 th October.	Assessment week beginning End of 12 th November and week beginning 19 th November. Data to be on target tracker by 28 th November.

	<p>Assertive maths assessment Gaps identified. Teach to gaps. May review this after Maths No Problem training.</p> <p>Pixl GPS test or rising stars Rising Stars Spelling Test Rising Stars Reading Test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record</p> <p>Roots phonics check as appropriate</p> <p>Roots reading assessment</p> <p>Wings assessment termly to move groups. Weekly sheets submitted to Louise. Review this September 2018.</p> <p>Star reading test</p>	<p>Pixl maths papers</p> <p>Pira reading test</p> <p>Pixl GPS test</p> <p>PIXL Spelling test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record</p> <p>Roots phonics check as appropriate</p> <p>Roots reading assessment</p> <p>Wings assessment termly to move groups. Weekly sheets submitted to Louise. Review this September 2018.</p> <p>Big write</p> <p>Star reading test</p> <p>Whole school writing assessment. Moderated in staff meeting once marked.</p>
<p>Spring Term</p>	<p>Assertive maths assessment. Gaps identified. Teach to gaps.</p> <p>Pixl GPS test or rising stars Rising Stars Spelling Test Rising Stars Reading Test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record</p> <p>Roots phonics check as appropriate</p> <p>Roots reading assessment.</p> <p>Star reading test</p>	<p>Assessment week beginning 26th February. Data to be on target tracker by 7th March.</p> <p>Assertive maths assessment Gaps identified. Teach to gaps.</p> <p>Pira reading test Pixl GPS test or rising stars PIXL Spelling Test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record</p> <p>Roots phonics check as appropriate</p> <p>Roots reading assessment</p> <p>Wings assessment termly to</p>

		<p>move groups. Weekly sheets submitted to Louise.</p> <p>Star reading test</p> <p>Whole school writing assessment. Moderated in staff meeting once marked.</p>
Summer Term	<p>Assessment mid-week starting Wed 9th May</p> <p>Data to be put on target tracker by Wed 16th May</p> <p>Assertive maths assessment Gaps identified. Teach to gaps.</p> <p>Pixl GPS test or rising stars Rising Stars Spelling Test Rising Stars Reading Test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record</p> <p>Roots phonics check as appropriate</p> <p>Roots reading assessment</p> <p>Star reading test</p> <p>Whole school writing assessment. Moderated in staff meeting once marked.</p>	<p>Assessment mid-week starting 27th June</p> <p>Data to be on target tracker by Wed 4th July</p> <p>Assertive maths assessment Gaps identified. Teach to gaps for rest of term. Also pass details to new teachers.</p> <p>Pira reading test Pixl GPS test or rising stars PIXL Spelling Test</p> <p>Teacher assessment at end of each unit in Science</p> <p>Book banding reading running record completed. Results passed to new class teacher.</p> <p>Roots phonics check as appropriate. Results passed to new class teacher.</p> <p>Roots reading assessment. Louise will share results and regroup children.</p> <p>Wings assessment termly to move groups. Weekly sheets submitted to Louise. Louise will regroup.</p> <p>Star reading test</p> <p>Whole school writing assessment. Moderated in phases.</p> <p>Data to go on target tracker for FS subjects. Completed by date of reports out.</p>

