



Community First Academy Trust

Assessment Policy

Community First Academy Trust
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ADOPTED AT THE MEETING OF THE LOCAL ACADEMY BOARD

CHAIR OF BOARD: Mr M Farrell

Date: January 2019

Planned Review Date: January 2021

Assessment Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake different types of assessment:

- Prior learning assessments show pupils level of understanding and knowledge prior to embarking on an area of learning or unit of work.
- Post learning assessments may be used at the end of a unit of work to assess learning.
- On-going daily assessment for learning, through pupil discussion and interaction during tasks and marking to determine understanding and target next steps. This is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim
- End of Unit assessments at the end of a short unit of work to establish how much of what was delivered was understood. These assessments identify if pupils are developing their knowledge and working at the Age Related Expectations for their year group.
- Summative assessments determine if a pupil is 'Securely' working within the expectations for their year group. Teachers use test results to determine pupil's attainment and progress. They also look for opportunities throughout the curriculum to assess if learning is secure.
- We also give our pupils regular feedback on their learning so that they understand what it is that they need to do better.
- Teacher Assessments are based on a range of evidence (pupil work, pupil conferencing and moderation. Moderation (both internal and external) is a crucial part of teacher assessment which allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand 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 provide regular information for parents and carers that enables them to support their child's learning;
- to provide the CEO, Directors, Head of School and LAB with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

- We use a combination of several documents to plan our teaching and assessment:
- National Curriculum
- NAHT Key performance indicators
- Curriculum Continuums (bespoke to Platt Bridge) which breaks the coverage of each subject down into individual Year group objectives.
- The Rainbow Continuum (Gal Education)
- Bespoke tests.

A combination of these documents gives each teacher details of what is to be taught in each year group. We plan our lessons with clear learning objectives. Pupils are taught from their own year groups objectives with SEN pupils working from previous year groups objectives. Pupils working in greater depth will have their learning extended through Blooms taxonomy. Plans are differentiated based on prior learning and the teacher's detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson. Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. We make a note of those individual children who do not attain the objective. We also keep this information as a record of the progress made by the class.

Target-setting and Tracking

We set targets in Reading, Writing, SPAG and Maths for all of our pupils, at the start of each academic year. We use FFT (5%), tracking and Teacher conversations to set challenging targets. These are communicated to parents and carers. We review the progress of each child every term during progress

meetings. We track both the progress and attainment of pupils throughout the academic year in Reading, Writing, SPAG and Maths. The attainment of pupils in the Foundation subjects is tracked termly. Pupils will be tracked 'End of Previous Year' (EoPY) to 'End of Year' (EoY). In autumn and spring, teacher assessment will be based on moderation of evidence provided. Tracking should show where pupils are currently working – not where you expect them to be by the end of the year.

AUTUMN

End of unit tests are used throughout the term. These are used to inform tracking and used in conjunction with thorough moderation against the continuums and moderation of books.

SPRING

At the end of the spring term, PIXL tests are used. The test scores present extra validation of teacher assessments. The test scores are used in conjunction with teacher assessments to give an overall attainment bracket. If a pupil fails to score enough points on the test but has evidence of meeting the objective in books, then the teacher will amend the assessment accordingly. Alternatively, if a pupil scores beyond his attainment bracket but there is not the corresponding evidence in books, again the teacher will amend the assessment accordingly.

SUMMER

Pupils will be tested in summer. It is expected that there will be little difference at this point between teacher assessment and test results. In some cases, pupils scores that differ between test and teacher assessment may be discussed and a decision made as to the final assessment band.

- Tracking is used as a working document; annotated to show progress towards targets.
- Evidence for teacher assessments must be gathered on an ongoing basis.
- Continuums are used to record both coverage and attainment on an ongoing basis.
- GREATER DEPTH – evidence must start to be built up over the autumn term and tracking annotated, test scores in conjunction with moderation of books must be used to identify if a pupil is working at GD.
- Whole school moderation will take place every three weeks.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we use varies from subject to subject. We use our Curriculum Continuums to record on-going assessments. In this document we record only those pupils who fail to meet the objective or those that have extended their learning using Blooms taxonomy. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives. This information is transferred to progress trackers (Reading, Writing, SPAG and Maths) and Foundation Trackers for all other subjects, on a termly basis.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. Each term, we offer parents and carers the opportunity to meet their child's teacher during Parent Week. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year, we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and discuss targets for the next school year. In this written report, we reserve a space for parental feedback. During each Parents Week, we offer parents and carers of pupils in Reception the opportunity to discuss their child's Learning Profile with the teacher.

Feedback to 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 marking policy which ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible, as we believe that learning is maximised when children enter into a dialogue about their work. 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 allow time during the lesson for the children to absorb any comments written on their work and to answer any questions written on it by the teacher.

Inclusion and assessment for learning

Our school is 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 (using the Assess, Plan, Do, Review format), by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, including pupils with disabilities or special educational needs.

Moderation of standards

All subject leaders carry out rigorous moderation of their subject ensuring that we make consistent judgements about standards in the school. Moderation takes place every three weeks at Subject staff meetings. Subject leaders have developed moderation files which ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Monitoring and review

The assessment coordinator is responsible for monitoring the implementation of this policy. The Senior Leadership Team monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

This policy will be reviewed every two years, or earlier if necessary.

Assessment

Start of Year:

- Class Teachers use the New Curriculum Coverage booklets to identify gaps in learning.
- Pupils working below ARE have an Assess, Plan, Do, Review (APDR) form.
- Targets are set for each class and year group.

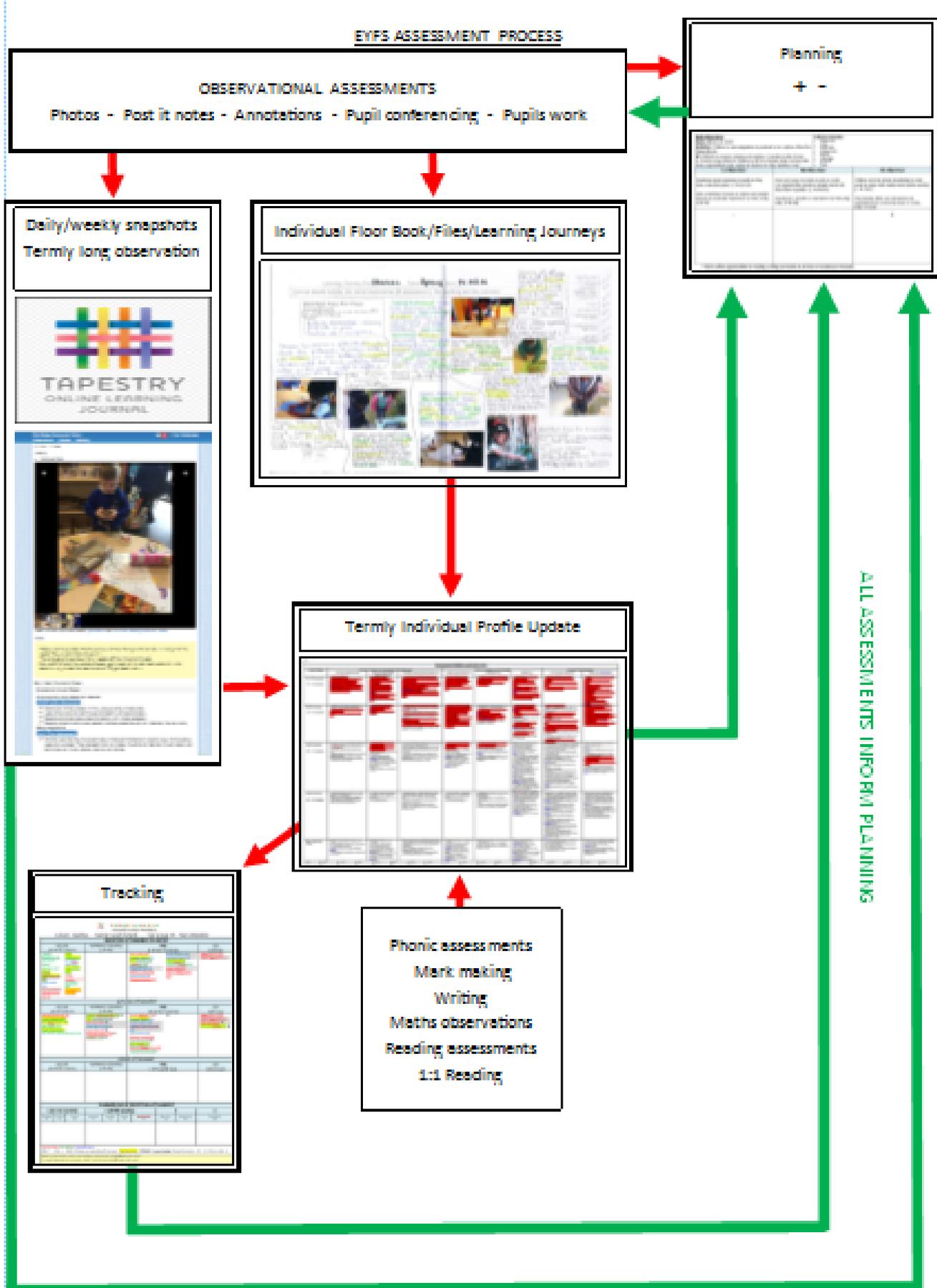
- On-going – Use prior learning before beginning a unit of work to establish each pupil's next steps.
- On-going – Use End of Unit assessments at the end of a unit of work to establish learning.

- Progress Trackers are updated for Reading, Writing, Maths, SPAG and Foundation Trackers are completed for all foundation subjects.
- Analysis of the data takes place .
- Progress meetings are held.
- Implementation plans are reviewed and new implementation plans written.
- Raw scores are converted into scaled scores in order to track progress.
- Progress trackers are completed.
- Autumn progress meetings with Key Stage Leaders and results analysis is completed and sent to CEO and Deputy Head responsible for assessment.

- Spring Assessment week, use Spring Bespoke assessments to establish if pupils are working Below, Towards, At or Above age related expectations (past papers for Years 2 and 6).
- Class trackers updated for Reading, Writing, Maths, SPAG and Foundation subjects.
- Raw scores are converted into scaled scores in order to track progress.
- Progress trackers are completed.
- Spring progress meetings with Key Stage Leaders and results analysis is completed and sent to CEO and Deputy Head responsible for assessment.

- Summer Assessment week, use Summer Bespoke assessments to establish if pupils are working Below, Towards, At or Above age related expectations (SATs for Years 2 and 6).
- Class trackers completed for Reading, Writing, Maths, SPAG and Foundation subjects.
- Raw scores are converted into scaled scores in order to track progress.
- Progress trackers are completed.
- Progress meetings held with Teachers.
- Transition, information passed to next class teacher.
- All end of year data analysis completed.

Early Years Assessment is explained in the matrix below



Signed:
Date: