



# **Assessment Policy**

**January 2019**

## Rationale

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's learning. It is the means by which each child's progress is monitored and measured. Assessment informs teachers of achievements, abilities, skills and knowledge that children have acquired. It pinpoints children's needs and informs teachers of specific next steps in a child's learning in order to ensure a high quality education is provided for all pupils.

We believe that effective practice in assessment, target setting and pupil tracking are fundamental to good teaching and learning for children from the Foundation Stage through to Year 6. To do this in our school, we undertake two different but complementary types of assessment: formative assessment (assessment *for* learning) and summative assessment (assessment *of* learning).

Assessment is most effective when children are fully involved. At Eastburn Junior and Infant School, assessment procedures engage children; they do not happen to children. High quality marking and feedback ensures that children receive clear guidance about how to improve, in order that they make progress in their learning.

*"Assessment for learning is the single most powerful tool we have for both raising standards and empowering lifelong learning."* Assessment Reform Group.

When assessment is thorough, lesson delivery and learning objectives are precise. We plan teaching and learning to ensure that the pitch and challenge is right for each child. A 'Growth Mindset' philosophy underpins our assessment procedures. This assumes that intelligence is not fixed and that whilst all children should be given the opportunity to access work at the right level, there should be no ceiling imposed on what each child can achieve. Ultimately, assessment is fundamental to ensuring pupil progress and achievement for all.

## Aims

Using the principles and procedures of effective assessment, we aim to:

- recognise the achievements of all children;
- lead flexibly grouped, focused teaching and learning;
- set achievable yet aspirational targets for individuals, groups and cohorts;
- identify intervention groups and target resources effectively;
- provide information to ensure continuity and progress when pupils change year groups;
- ensure the school's curriculum responds to pupils' needs and is stimulating and challenging;
- allow subject leaders to monitor achievements and progress across the whole school;
- share learning targets with children;
- support children in taking ownership of and assessing their learning and progress;
- regularly inform parents of their child's achievements and targets;
- enable parents to play an active and equal role in celebrating and promoting their child's learning;
- inform governors and the wider community of children's achievements and progress;
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school;
- ensure quality first teaching is delivered;
- ensure outstanding pupil progress.

## Types of Assessment

There are two types of assessment commonly used within school:

**1. Formative assessment** of pupils' understanding, knowledge of skills which is used to inform their next steps. This is often referred to as Assessment for Learning (AfL).

Formative assessment is key to ensuring effective assessment for learning. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It 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 the aim.

Assessment for learning is the process by which teachers work in partnership with children to assess their understanding at the point of learning. It involves the continuous use of assessment in the classroom to raise pupil achievement, seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning and what they need to do next in order to move forward.

All children are entitled to regular and comprehensive feedback on their learning so that they are in a position to improve and make progress. Staff give verbal feedback both at the point of learning and written feedback with specific instructions about what the child needs to do next in order to improve. The children are encouraged to respond to feedback by editing and improving their work before the next lesson. This is promoted as a positive part of the learning process rather than a negative correction of errors.

AfL is most successful when the results of assessment have a direct impact on immediate teaching and learning opportunities. Effective AfL leads to personalised learning for children, meaning that children are supported to achieve the best possible progress and outcomes.

At Eastburn, Building Learning Power is central to our vision to develop reflective, responsible and resilient life-long learners. This involves equipping children with the skills they need to become successful learners, including:

- discussions and questioning;
- listening and observing;
- analysis, marking and feedback of work (see marking and feedback policy)
- sharing and collaboratively developing success criteria;
- critically reviewing work against success criteria;
- setting, sharing and reviewing targets with children;
- pupils learn self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques;
- believing that every pupil can improve in comparison with previous achievements;
- reflecting on learning skills and styles.

## **2. Summative assessment** of pupils' achievements compared with national expectations.

Summative assessments occur at the end of each half-term and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

Both formative and summative assessments are recorded using School Pupil Tracker; a web based system for recording, monitoring and analysing data.

Judgements are made against key objectives linked to the National Curriculum end of year expectations. Children are assessed as working towards, mostly achieved or having achieved each of the learning objectives for their year group. Judgements for core subjects (Maths, Reading and Writing) are made at the end of each half-term and then a final summative judgment in July for their end of year progress and attainment. Children's 'depth of learning' is also assessed. This refers to their ability to apply their knowledge/understanding to a range of contexts. Most children will achieve all of the learning objectives for their own year group by the end of the academic year and be able to apply their knowledge to different contexts. A small number of children will be working below the expected level and will be assessed using the age related strands for the previous year.

Summative assessment also includes assessing children formally at the end of a Key Stage to make a judgement about their attainment against Age Related Expectations, the expected standard nationally.

## Statutory assessment arrangements at Eastburn Junior and Infant School

### Reception

All children entering Reception, do so on a full-time basis in September. As part of the transition process, assessments completed in pre-school settings are used to inform teachers of children's achievements before starting school. Each child is then assessed by Reception staff during the first half term to identify individual children's starting points and cohort on entry data.

Teachers make judgments against 17 'Early Learning Goals' indicating whether each child is meeting, exceeding or have not yet reached (emerging) expected levels of development. The EYFSP shows the achievements of each child in the three Prime Areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four Specific Areas of Learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The profile reflects ongoing observation and records held by the school as well as information gained from discussion with parents/carers and other professionals working with the child where appropriate. The progress of children in Reception will be reported to parents at termly Parents' Evenings. In the Summer Term, the Early Years Foundation Stage Profile (EYFSP) is completed for each child to make judgments on attainment at the end of the reception year. Parents receive a written report based on the information recorded in the child's EYFSP.

### Year 1

As of 2012, children in Y1 are subject to the Phonics Screening Check. This assessment, which takes place in June, assesses children's ability to identify sounds associated with different letters and letter combinations, as well as their ability to blend these sounds together to correctly read words. Parents will be informed as to whether their child has met the expected standard at the end of the Summer Term.

### Years 2 and 6

Children in Years 2 and 6 will take part in statutory Key Stage 1 and 2 test respectively. In Y2, tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English and Mathematics. Teachers also report a judgment for Speaking and Listening and Science. Children in Y6 are subject to English reading, English grammar, punctuation and spelling and mathematics tests. These tests are assessed externally. Writing composition continues to be subject to teacher assessment for both year groups.

Results of the above statutory assessments are shared with parents, Governors, the local education authority and the DfE.

### Eastburn Junior and Infant School Assessment Framework

Reception	Y1	Y2	Y3	Y4	Y5	Y6
October Baseline Assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments	Half termly Teacher assessments
Ongoing formative assessment	June: Statutory Phonics Screening Check	May: Statutory end of KS1 tests (SATs)	EOY final assessment	EOY final assessment	EOY final assessment	May: Statutory End of KS2 tests (SATs)
Termly Summative Assessment	EOY final assessment	Writing judgments				Writing judgments
May: Foundation Stage Profile		June: Phonics Recheck				EOY final assessment
EOY final assessment		EOY final assessment				

## **Target setting**

At Eastburn Junior and Infant School we set ambitious and aspirational targets to challenge all our children and thus, ourselves, in our teaching. Aspirational targets are set for core subjects for each cohort at the beginning of the academic year. These are based on previous attainment and national expectations.

Aspirational Aims:

- All children to be secure in end of year age related expectations.
- Less than 15% of children working below age related expectations.
- Majority of children have 'achieved' the objectives for their year group by the end of the academic year and are able to apply this understanding to a range of contexts.
- Gap narrowed between PP, FSM, SEN attainment against non PP, FSM, SEN.

## **Pupil Progress**

Each half-term, class teachers are responsible for identifying which pupils are /are not on track to meet age related expectations. If pupils are identified as 'not on track', a discussion will take place regarding specific pupil targets and interventions during a Pupil Progress Meeting with the SLT.

## **Moderation**

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at Eastburn Junior and Infant School we:

- Meet half termly to moderate reading, writing, and maths both in and cross Key Stage teams;
- Moderate work through 'book scrutiny';
- Use a variety of assessment materials to benchmark and moderate pupil's work;
- Collate evidence to inform teacher assessments;
- Make use of highly trained staff to support individuals and teams of teachers when making judgements and moderating;
- Participate in moderation meetings with schools in our 'LAP' and statutory local authority meetings.

## **Reporting to Parents**

Parents receive a brief summary of their child's attainment in Reading, Writing and Maths ahead of the parental consultation evenings in the Spring and Summer Terms. Parents will be informed of whether their child is working below, working at or is working above the age related expectations for their year group.

At the end of the year, parents receive an individual report giving a summary of their child's attitude and attainment over the course of the year in all subjects.

Reception reports focus on the characteristics of learning and the prime areas of learning.

## **Monitoring**

The Senior Leadership Team has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The SLT ensures progress is in line with the schools targets and performance data is comparable with other similar schools and national data. Leaders support individuals and groups of teachers in assessing and moderating work.

Where a teacher feels that a child requires further support, diagnostic assessments may be carried out to provide information about what a child can or cannot do or understand. This is usually facilitated by the SENCO and external agencies may be involved.

## **Other relevant documents**

Teaching and Learning Policy.

Feedback and Marking Policy.