



Assessment Policy 2023-2025

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Cliffe VC Primary School

Assessment Policy 2020-2022

Assessment is an integral part of exemplary teaching and learning in our school. Our assessment practices ensure teaching is relevant and appropriately pitched so that pupils have the best opportunities to progress. All staff in our school are involved in regular discussions and training regarding assessment for learning strategies, teaching and learning and feedback and marking.

(This policy should be read in conjunction with 'Teaching and Learning' and 'Feedback and Response' policies)

Our practise is based upon the following **underpinning principles for Assessment.**

Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

Assessment allows all pupils to demonstrate what they know, understand and can do

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest

- Assessment outcomes are used in ways that support development and maintain high self-esteem.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated to confirm their accuracy.

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessments represent a clear pathway of progress and development.
- Assessment objectives set high expectations for learners.

Assessment is appropriate

- The purpose of the assessment process is clear.
- Conclusions regarding pupil achievement are valid.
- Assessment draws on a wide range of evidence to provide a complete picture of a child's achievement.
- Assessment is used effectively and only as required in order to allow pupils, their parents and teachers to plan for future learning.
- Pupils are assessed at their learning stage rather than their chronological age.

Assessment judgements are formed according to consistent principles

- Results are readily understandable by parents.
- Results can be used in comparison with other schools.

Assessment outcomes provide meaningful, useful and understandable information for:

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning;
- School leaders and governors in planning and allocating resources;
- Government and agents of government.

Assessment feedback inspires greater effort and a belief that, through hard work and practice, challenge and a greater depth of understanding can be achieved

- Teachers promote self-motivation and independence in learning
- Children adopt a growth mind-set

The assessment principles outlined above form a continuous cycle of assessments which is summarised in the diagram below:



Criteria for Assessment in Early Years Foundation Stage:

Children in our Foundation Stage are assessed against the Development Matters Framework (Nursery and Reception) and the Early Learning Goals (Reception). Assessments are made against the Prime and Specific areas of Learning. Baseline assessments are completed within the first six weeks of the autumn term for children in Reception. Assessments are updated half termly based on evidence gathered through observation, targeted activity and application of learning through self-initiated tasks. Observations of children are recorded electronically, but this is supplemented by evidence recorded in 'Learning Journeys'.

Discrete phonics assessments are also undertaken for all children in EYFS and updated on a termly basis using the agreed school format.

We work closely with other local settings in order to ensure that assessment information is effectively shared prior to pupils transferring from one setting to another.

Criteria for Assessment in KS1 and KS2:

Assessment criteria are derived from the national curriculum. These are short, discrete, written, qualitative and concrete descriptions of what a child is expected to know and be able to do in each subject area.

The achievements of each pupil are assessed against the relevant criteria throughout the school year, as and when teachers feel a child has demonstrated progress. A summative assessment (step assessment) is made at the end of each term.

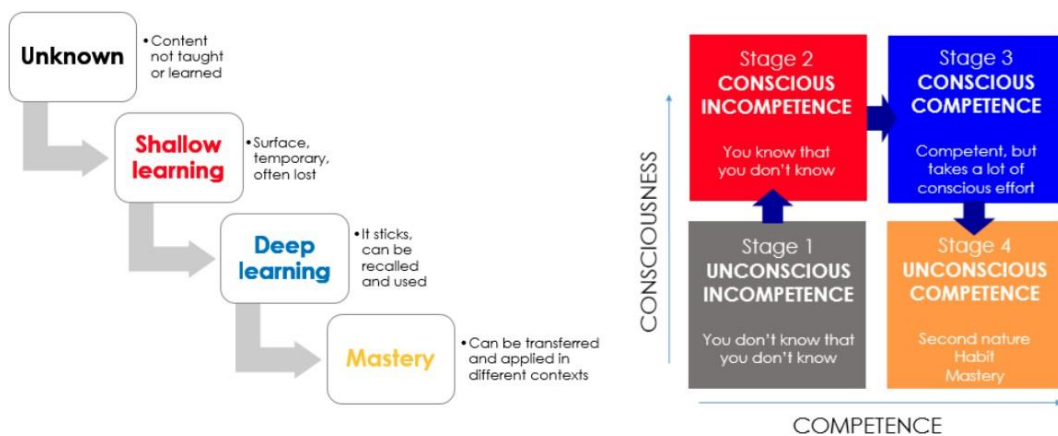
We want our children to have a secure understanding of the concepts they are taught so that they are able to apply these and use them in a range of contexts. This approach values the **mastery** of skills, through which children will develop an in depth understanding of the concepts they are learning.

As a school, we understand the term 'mastery' to mean: Mastery

"[Mastery] is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) – Commission on Assessment without Levels, Sept 2015, p24

- Our approach values the mastery of skills. All our teachers promote mastery in order for children to gain a deeper understanding of the concepts they are learning. This is reflected in our approach to differentiated tasks within the classroom and through the provision of work promoting deeper understanding and application.
- Children will be expected to apply their learning in different contexts therefore deepening their understanding. They will be encouraged to make connections between concepts. Mastery is not just about knowing a fact but using information skilfully in increasingly more difficult situations and a range of contexts.
- Those children who have competently mastered the skills and objectives for their year group and are performing at the highest expectation will be provided with suitable extension work that challenges thinking at a higher level rather than accelerating through the content for the next year group. Acceleration is not ruled out. It may be considered appropriate, but only in exceptional cases.

A helpful application of the mastery principles (with related colours for Target Tracker statements) can be found below:



Formative assessment (day to day)

Formative assessment is a continuous process and used to ascertain children's understanding and progress. It is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and so that teaching can be tailored accordingly to meet children's needs.

Assessing children's learning on a day-to-day basis may take the form of:

- Questioning – probing questions - whole class, group and individual level
- Verbal discussion/ dialogue between pupils
- Whiteboard feedback - (show me, hold up 'x', solve this etc..)
- Feedback from marking
- Observations of learning approaches and application in practical activities
- Scrutiny of work produced

- Open ended tasks where children have the opportunity to 'prove' their understanding
- Use of short sharp assessments based upon specific learning objectives/blocks of learning to support teacher judgements and identify gaps in learning
- Children's evaluations of their own learning and self-assessment

Marking and feedback is used to inform children of the progress they are making. This is done regularly with particular emphasis placed on independent work and on-going assessments. Assessment of a child's understanding is also supported by: -

- Working walls
- Success criteria
- Children knowing their targets, strengths and areas for development

Summative assessment

Summative assessment is an assessment of a child's skills, knowledge and understanding at the end of a unit of work, the end of a term or at the end of an academic year. This is an assessment of where a child is according to our assessment criteria and enables teachers to evaluate how much a pupil has learned.

Termly and end of year judgements will be made against the end of year expectation and recorded on our whole school tracking document.

These judgements are drawn from the bank of evidence collected through formative assessment. We make use of assessments from a variety of sources and ensure these are gathered over a period of time. We ensure children have opportunity to demonstrate their skills in a range of contexts and all assessments feed into any judgement made.

Materials supporting teacher's summative judgements include:

- Regular short class based assessment tasks before and after a unit of teaching i.e pre and post assessments
- Standardised assessment tasks for each year group in Reading - PIRA Assessment tests.
- Standardised assessment tasks for each year group in Maths - PUMA Assessment tests.
- Standardised assessment tasks for each year group in Phonics – GAPS Assessment tests.
- Writing assessment sheets, used against a collection of independent written work
- Teacher produced assessment materials based upon key performance indicators
- Individual reading records and miscue analysis
- Standard assessment tasks for end of Key Stages

These forms of assessment, whilst providing a standardised score, also support the identification of gaps in teaching or in a child's understanding and are analysed and fed back into planning and classroom teaching.

Nationally standardised summative assessment (used by the Department for Education)

Data is collected by the Department for Education at the end of Y1 in Phonics, Y2 and Y6 when standardised testing takes place in Maths, Reading and Writing. Y2 Standardised tests are marked internally and used to support teacher judgement whereas Y6 tests are externally marked. The DfE also collect data at the end of the Foundation Stage. This is used for comparison with other schools and other similar schools. In addition the DfE collect data at the end of Y1 to analyse pupils' understanding of letters and the sounds that they make through the phonics screening check.

Tracking progress

We track children's progress through KS1 and KS2 on a termly basis. **3 steps is seen as sufficient progress across a year.** For example, a child achieving at a Secure 3 come the end of Year 3 would make sufficient progress if they achieved a Secure 4 by the end of Year 4.

Expectations for attainment to be at **age related** at the end of year are as follows:

| Just within band expectations for year group | | Within band expectations for year group | | Secure in band expectations for year group | |
|--|------------------------|---|--------------------------|--|---------------------|
| <i>Entering (e)</i> | <i>Entering + (e+)</i> | <i>Developing (d)</i> | <i>Developing + (d+)</i> | <i>Secure (s)</i> | <i>Secure+ (s+)</i> |

As a school, our ultimate aim is for **all children to be working within secure or secure +** in the expectations for their year group, by the end of the academic year.

End of Year expectations Secure

Those assessed at **Secure** at the end of year will be showing an in depth understanding of learning identified for their year group. Those achieving **Secure+** will have competently mastered all the skills and objectives for their year group and will be performing at the highest expectation.

Developing

Those pupils assessed as working at **Developing / Developing +** by the end of the year will be working just below age related expectations. Typically this might be seen as something in the region of two to four months behind where we would hope for them to be. Such pupils are likely to be supported with additional 'catch up' initiatives.

Entering

Those assessed at **entering / entering +** at the end of year will only just be meeting some of the early expectations for the year group. Further work is required across many objectives to improve and develop the skills and attainment expected. Such pupils are likely to be supported with additional 'catch up' initiatives, likely out of the classroom with additional adult support. Such pupils are also likely to be monitored for further SEND related concerns.

Working below Year group expectations

Some children may be accessing skills below that expected of their year group. These children will be working on skills identified for prior year groups, as they need further consolidation and /or further teaching. These children will be supported through interventions and, if SEND, by the SENDCO to ensure appropriate programmes of support accelerated progress so that these pupils close the gap on their peers.

Tracking pupils' progress and targeting need

Assessments are entered termly into our assessment tracking grid and used for analysis by teachers, our Head Teacher and for reporting to governors. Specific strategies are used to support the robustness of our assessment system. These include: -

Tracking of identified groups

The progress of all groups of pupils is tracked throughout the year. A close focus for tracking vulnerable groups is maintained throughout the year and this is reported upon by the Head Teacher to the Governors on a termly basis.

These include the following groups of pupils:

Gender

Pupil Premium

SEND

LAC

However analysis of the data at various stages throughout the year may identify other specific groups that are then tracked more closely.

Pupil Progress meetings

Pupil Progress meetings involve a professional dialogue between teachers and the Head Teacher. Meetings focus on targeted groups and the progress they are making and any other children who have become a concern, including any new entrants. Meetings also focus on those at risk of falling behind. This is a robust process involving challenge to ensure children are targeted appropriately, interventions are well matched and support is provided to overcome barriers to learning and support accelerated progress.

IPM Reviews

Individual Provision Map Reviews take place for children who are on the Special Needs Register and require additional intervention or external support. They involve input from all adults working with the child in school, the child and their family members in addition to any professionals from external agencies that may be involved with a child. These reviews address the successes and the target areas for the child and any additional interventions or support that maybe required. Careful tracking of SEND children is undertaken by the SENDCO to ensure these children have the best opportunities to make accelerated progress.

Pupil Interviews and Work Analysis

As part of lesson observations pupils may be interviewed about their work, progress and their targets. They may also be asked how they learn best, what supports them in the classroom and what would help them further. Regular scrutiny of pupils' work will also be used to moderate assessment data and the amount of progress that individuals are making.

This will also be used to inform the SEF judgement on the quality of teaching and learning

Data Analysis

The Headteacher analyses data across the school (for reading, writing and maths) to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are appropriately stretched and challenged.

Data is also analysed in terms of vulnerable groups. Where there are trends in data for particular classes or Key Stages these are fed back into planning and teaching e.g. boys and writing a weaker area compared to that of girls – boys writing addressed through planning and impact monitored.

Analysis is also used at whole school level to inform the SEF and the SDP and to ensure any trends across the school are addressed through training, staff development, teaching and where required through the purchase of intervention programmes or specific resources. Data is interrogated termly and overall findings are discussed at governing body meetings and with governors with dedicated roles e.g. Maths governor, English governor, EYFS governors and the governor with responsibility for SEND.

Moderation and Standardisation

Work sampling and book scrutiny relating to planning, marking and feedback ensures that consistency is maintained and progress is evident for all pupils. Regular moderation takes place in writing and mathematics involving all teaching staff ensuring standardisation across the school. All year groups from Reception to Year 6 are involved in cluster moderation. Our EYFS Leader, English Leader, Mathematics Leader, Y2 and Y6 teachers may also moderate with Local Authority Advisors if called upon to do so.

Reporting to parents

Foundation Stage

In Reception, a child's attainment and progress is communicated to parents through home / school consultations held at least twice a year. At the end of year, a more detailed written report is produced based upon the Early Years Outcomes and the Early Learning Goals .

At the end of our Foundation Stage, for each Early Learning Goal, teachers make judgements as to whether a child is meeting the level of development expected at the end of the Reception year. This is shared with parents using the following: -

1. Emerging – not yet reached the expected level of development for the age
2. Expected – reached the expected level of development for their age
3. Exceeding – beyond the expected level of development for their age

Written reports also identify whether a child has reached a '*Good Level of Development*' for their age.

Key Stage 1 and Key Stage 2

Information regarding a child's attainment and progress is communicated to parents through Assessment Data Update letters, towards the end of every term.

In addition, home / school consultations are held at least twice a year. At these meetings information is shared with regards to the progress the child is making towards end of year expectations in reading, writing and maths and comments upon a child's attitude to learning. Targets are set to guide parents in supporting their child with their next steps.

At the end of the year, a more detailed written report is provided which makes judgements against end of year expectations for all subject areas. In Y1, additional information is given regarding the outcomes of the 'Phonics Screening Check and in Y2 and Y6, SATS performance and teacher assessment is reported.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. Long term planning is provided to parents via the website and home work is provided weekly in line with our current Homework Policy. Information sharing from home regarding children's learning is valued and encouraged.

This policy has been checked and approved by governors. It will be updated every 2 years unless changes are made prior to the review date.

Last reviewed: March 2023

**Next review due:
March2025**