

Our vision: **'Let your light shine'** based on Matthew 5.16

Egglescliffe C.E. Primary School



Assessment Policy

Reviewed:
To be reviewed by:

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ASSESSMENT POLICY

Assessment, recording and reporting

Assessment is a statutory requirement which is integral to the process of planning, successful teaching and learning.

Statutory assessment will be carried out by means of Foundation Stage profiling towards the end of Reception, and according to directives in Y2 and Y6. Phonics screening takes place in Y1 and is repeated in Y2 for those children who did not pass the screening in Y1. All these results are reported to parents and statutory bodies such as the Department for Education.

Assessments are completed for children at the end of their foundation stage using the Early Learning Goals.

We use a six point **plus** assessment scale from Year 1 to Year 6:

- 1-2 points **emerging** (beginning to work at the standard for the age group),
- 3-4 points **developing** (working within the expected standard for the age group)
- 5-6 points **secure** (confidently working within the standard for the age group).

Plus 1 or 2 points **exceeding** the standard for the age group. (See Appendix One)

Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.

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

2. Assessment is fair.

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

3. Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects.
- Outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure accuracy.

4. Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties and are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.
- Assessment must provide information that justifies the time spent;
- school leaders and governors in planning and allocating resources; and government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment. We have a senior leader who is responsible for assessment and tracking.

Our method of assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through

working with other schools and using external tests and assessments, we compare our performance with that of other schools. We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum, the SACRE RE Syllabus and our own local design.

Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. Each pupil is assessed as either 'emerging', 'developing,' 'secure' or 'exceeding' against each relevant criterion contained in our expectations for Years 1-6. The school has adopted the SPRINT tracker developed by Stockton Local Authority as a tool to undertake and record assessments in English and Mathematics.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. We have established a process of moderation in school and with a range of other partners. In June 2019, when externally moderated by the Local Authority in EYFS, KS1 and KS2, we were found to have robust procedures and accurate judgements.

The summary judgement for English and Mathematics is recorded on our management system, on termly basis, but progress is discussed with senior leaders and teachers on a half termly basis. (See Appendix Two)

Subject leaders have devised assessment ladders for foundation subjects to be completed at the end of each topic. These are based on a hierarchy of skills to facilitate progression when teachers are planning. Summary judgements of foundation subjects are recorded on the information management system on a termly basis.

Our use of assessment

Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes. The data is used to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

Pupil progress meetings take place every half term, when assessment information is used as a basis for discussion between the headteacher and teaching staff about the learning of all pupils in school.

The information from assessment is communicated to parents on a half termly basis through a structured conversation at Parents Evening in October and February, end of term report summaries in December and March and an annual report in July. Parents are most welcome to arrange appointments during the year to talk to the class teachers about pupil progress.

Pupils regularly receive rich feedback about their achievements and advice on what they need to do next. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Early Years Assessment

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations continuously until the end of the Foundation Stage. This will summarise their pupils' progress towards the Early Learning Goals. It covers each of the thirteen strands contained within the six areas of learning at Foundation stage. Information gathered from regular assessments of children's learning is used to ensure that future planning reflects identified needs.

Within the first six weeks in the nursery class, the ability of each child using the development age bands and Early Learning Goals is recorded; these form an initial assessment in Foundation stage. This assessment takes the form of observation and involves both teachers and teaching assistants. Assessments occur continuously and are shared with parents in October, February and June. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher completes a continuous assessment each term, updating the Foundation Stage Profile. The information is sent to the LA to provide evidence of levels attained and is also shared at parental consultation meetings.

Class teachers in partnership with parents keep a Learning Journey, containing examples of each individual child's progress. This is collated on a secure electronic system so all can contribute. By identifying the child's individual steps forward in each area we can then identify and celebrate future progress.

Formative Assessment

This is a key factor in raising pupils' standards of achievement. Central to formative assessment or Assessment for Learning is that it:

- is embedded in the teaching and learning process of which it is an essential part;
- shares learning goals with pupils;
- helps pupils to know and to recognise the standards to aim for;
- provides feedback which leads pupils to identify what they should do next to improve;
- has a commitment that every pupil can improve;
- involves both the teacher and the pupils reviewing and reflecting on the pupils progress;
- involves pupils in self assessment.

Formative Assessment is concerned with what happens day by day providing information for classroom management decisions. The importance of this assessment is to help teachers pitch work appropriately so as to maximise children's progress. Reviewing formative assessment is in most respects reviewing teaching. The link between curriculum planning, particularly short term and assessment will be strong if practice is effective. The purpose of these assessments is to provide immediate feedback to the children and to help the teacher plan effectively.

Such assessment includes:

- discussion
- observation
- marking
- testing
- self-assessment

The culture of the classroom should encourage reflection and critical discussion through

- end of topic discussions;
- editing/marking own work adding evaluative comments;
- peer assessments; critical friends;
- end of term reviews, questionnaire type assessment sheets or learning logs/diaries.

Children's work is marked and comments are added according to the school's 'marking policy' which uses a positive approach. These pieces of work are used to measure children's strengths and weaknesses against the learning objectives being taught. It is also an opportunity to further assess children's progress in key areas e.g. spelling, punctuation. The children's workbooks therefore represent their own portfolios of work for each subject area.

Teachers share learning outcomes, make explicit the criteria for assessing work, give pupils the technical language to talk about their work, encourage pupils to talk about each others' work, build in time for reviews of work, involve pupils in selecting work for their class writing book and allow pupils to mark some of their own work.

Teachers plan the following in line with the agreed school curriculum

- which subjects are taught and when
- what to assess – skills, knowledge
- when to assess – long term, short term
- who to assess – individual, group, class
- which assessment technique to use – written, oral, task, self assessment
- what to record and how
- how to use the information gathered – informing others, assisting planning, target setting

Summative Assessment

Summative assessments are a final judgement and usually take place at the end of a term, topic etc, and can be quite formal.

Summative assessments are also be used to inform initial planning. Foundation Stage Profiles will provide a starting point for summative assessments as well as Y2 and Y6 SATs. These will provide information on a child's level of achievement in English and Maths as well as diagnostic information to inform planning.

Subject Portfolios

These are maintained and compiled by subject leaders. They may consist of evidence drawn from group assessments, records of achievement and samples from children's books. This will enable consistency in teacher assessment to be achieved, and will provide subject leaders with a view of progression in their subject.

Monitoring

There is an agreed plan for monitoring and evaluation: This is undertaken by the Senior Leadership Team and subject leaders by means of scrutiny of books, observations of classes and groups of pupils, learning walks, focus group discussions and tracking of individual pupil results.

The Head Teacher feeds back to the Academy Council on a termly basis. Subject leaders are also called to account and present information about the impact of developments in their subject areas. Data is also scrutinised by Durham Diocesan MAT and the Challenge and Support Partner who has an on-going dialogue with the school leadership team.

Reporting

Informal

The child's reading record is an excellent means of communicating with parents, as comments can be made regarding a child's successes in reading and other areas of the curriculum.

Formal

In the Autumn and Spring terms parents are invited to Parent Consultation meetings when individual curricular targets are shared and progress discussed. After the distribution of the annual reports in the Summer term, parents are also offered the opportunity to request an appointment with the class teacher to discuss the report.

S.E.N.D. meetings with parents are held in line with the Revised Code of Practice. Parents are informed about how their child is performing in relation to their potential and past achievements. They are made aware of their child's strengths, any particular achievements, areas for development, how they can help and whether the child is happy, settled and responsive.

Annual Reports

We aim to provide an honest appraisal of a child's achievements during the year, with clear information about a child's academic progress, outlining strengths and areas for future developments with targets to aim at that are challenging but realistic. In the core subjects parents are informed of their child's attainment with a comparison to national expectations. Comments are supportive and help the child make progress and involve the parent in the child's learning.

Equal Opportunities

All children within Egglecliffe C.E. Primary School, across ability, gender, ethnic and social groupings will be afforded equal opportunities to access the whole of the curriculum according to their needs and abilities, and so demonstrate fully what they know, understand and can do.

Role of the Teacher

To summarise the main elements of attainment and achievement including strengths, weaknesses and needs within the class and across the school by the completion of the SPRINT paper record sheet for the year group(s), assessment ladders and trackers.

It is the duty of each teacher to report to the next teacher, headteacher, subject leader and parents about the overall progress of each child in their care. Files and documents should be easily accessible, and organised to facilitate the work of the Senior Leadership Team and subject leaders.

Teachers should:

- keep records that are in line with school policy;
- use professional judgement in deciding what needs to be recorded in line with school policy and what needs to be noted informally;
- decide what assessments should be used to plan next steps in learning without recording;
- involve pupils in reviewing their own work, record progress where appropriate and set targets for improvement;
- use examples of pupils work to help them understand their strengths and weaknesses and how they can improve;
- use records and evidence of shared standards to benchmark their professional judgements e.g. portfolios;
- provide and pass on records which are clear and easy to interpret and which other people understand and find useful;
- track the progress of individual or groups of pupils;
- identify the small steps that certain groups have made in developing their knowledge and skills;
- share the pupils targets with parents;
- record pupils' significant progress and achievements on the basis of learning objectives linked to the national curriculum and use these to confirm end of year and statutory end of key stage teacher assessment;
- work alongside colleagues as 'assessment buddies' in peer assessment to agree judgements

Role of the Teaching Assistant

Teaching assistants should contribute towards the assessment process by one or more of the following methods:

- completing records;
- reporting anecdotal evidence to the class teacher, either written or verbal;
- contributing to IEP reviews;
- assessing, recording and reporting on the progress of the children they work with.

Role of the Assessment Lead

To some extent all subject leaders will complete some of the following, overseen by the assessment lead.

Responsibilities relating to assessment, recording and reporting

- make arrangements for national tests and examinations and teacher assessments
- co-ordinate end of year records in individual subjects and their transfer;
- regularly review policy and practice
- advise colleagues on effective approaches to assessment;
- regularly review pupils' work with Senior Leadership Team, to monitor practice in marking and to identify good practice in recording achievement;
- liaise with colleagues to ensure the smooth transition of information;
- summarise and evaluate information from national tests as a basis for improvement plans and target setting
- monitor how assessment information is collected, analysed and evaluated;
- be aware of the implications of assessment in terms of: staff development, policy, CPD; resources; organisation; management; priorities

- set individual targets for pupils

Transfer of Information

For children moving to secondary school in the locality, information will be passed on to secondary colleagues during the transfer meetings via the Local Authority common transfer form. For those children with SEND the schools will abide by the Stockton Transition Guarantee: a process to ensure that vulnerable children are fully supported when making a major change.

For children moving at other times: information such as previous annual reports and statutory assessment results, should be sent to the assessment lead within two days of a child leaving our school who will check the information and forward it to the new school.

When forwarding paper information to other schools, we will keep a chronology of the records and a receipt for the information sent, rather than a copy of all the original documents.

Appendix One: Eggescliffe CE Primary School Assessment Levels Using Age Related Expectations

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception	1 Emerging 2 Expected 3 Exceeding						
Year 1		1.1-1.2 Emerging 1.3-1.4 Developing 1.5-1.6 Secure 1X1-1X2 Exceeding					
Year 2			2.1-2.2 Emerging 2.3-2.4 Developing 2.5-2.6 Secure 2X1-2X2 Exceeding				
Year 3				3.1-3.2 Emerging 3.3-3.4 Developing 3.5-3.6 Secure 3X1-3X2 Exceeding			
Year 4					4.1-4.2 Emerging 4.3-4.4 Developing 4.5-4.6 Secure 4X1-4X2 Exceeding		
Year 5						5.1-5.2 Emerging 5.3-5.4 Developing 5.5-5.6 Secure 5X1-5X2 Exceeding	
Year 6							6.1-6.2 Emerging 6.3-6.4 Developing 6.5-6.6 Secure 6X1-6X2 Exceeding

Appendix Two: Eggescliffe CE Primary School Assessment Year

Event

October Progress Meeting

Autumn Term Parent Consultation

December Data Collection and Progress Meeting

February Data Collection and Progress Meeting

Spring Term Parent Consultation

Late March, Internal Moderation of EYFS, KS1 and KS2

Mid-June results return for Teacher Assessment in EYFS, KS1 and KS2

July Data Collection and Progress Meeting held with receiving teacher present

July Annual Report

Purpose

To ensure pupils have settled into new class. Check on progress of pupils deemed vulnerable in July. Evidenced using assessment for learning

To ensure pupils have settled into new class. Provide parents with useful advice and pupil targets for the year.

Check on progress of all pupils in school, to offer support and advice. Expectation of 2 pts gain on school tracker.

Midyear check on progress of all pupils in school, to offer support and advice. Expectation of 3 pts gain on school tracker.

To provide parents with useful advice and assess progress towards targets for the year.

To ensure that any gaps in pupils' learning which may impact on statutory test outcomes can be addressed.

To return teacher assessment results to the DfE and LA.

To ensure transition is seamless and assessment judgements are secure, all pupil results are discussed.

To inform parents of progress over the year.

*Moderation in school and with other partners takes place before each data collection point.