



Assessment policy

Adopted September 2015

RATIONALE

This policy has been drawn up in the context of the new national curriculum in England, the government's consultation document 'Primary Assessment and Accountability under the New National Curriculum', its final report 'Reforming Assessment and Accountability for Primary Schools', and the report of the NAHT Commission on Assessment. It is a policy in development – we will continue to update it based on evolving government requirements for assessment and sector-driven best practice. The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in our collaboration
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment.

Principles of Assessment

From 2013 Primary Assessment and Accountability consultation

Give reliable information to parents about how their child, and their child's school, is performing

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.

Help drive improvement for pupils and teachers

- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- Are created in consultation with those delivering best practice locally.
- Are created in consideration of, and are benchmarked against, international best practice.

Why Assess?

Children's progress is closely monitored across our collaboration in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

New assessment procedures

- The new national curriculum programmes of study set out what pupils should be taught by the end of each key stage.
- It will be up to schools to decide how they track pupils' progress and provide information to parents. There will be no prescribed system for ongoing assessment and reporting.
- Detailed performance descriptors will be made available to inform teacher assessment at the end of key stages 1 and 2. These will be directly linked to the content of the new curriculum
- Statutory national curriculum tests at key stages 1 and 2 will continue. The first tests based on the new national curriculum will take place in summer 2016.
- The new national curriculum tests will be more demanding, with a more ambitious expected standard and will report a scaled score at the end of key stages.
- A new floor standard will be introduced, which will be based on the progress made by pupils from reception to the end of primary schools. This will be underpinned by a new reception baseline assessment. Schools will fall below the floor if pupils make poor progress and fewer than 85% of children achieve the new expected standard.

Statutory assessment arrangements

End of EYFS assessment

Children continue to be assessed in the reception classes where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. The Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded at 'emerging', 'expected' or 'exceeding' level. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

What's changing?

New baseline tests have been introduced. Pinchbeck East and Surfleet have chosen Early Excellence and Spalding has chosen NFER to use as their baseline assessment in September 2015.

Year 1 phonics screening check

The phonics screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher or teaching assistant. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight. To pass, children must score at least 32 out of 40. Children who fail the test in Year 1 are required to retake it in Year 2 and in Year 3.

End of KS1 assessment

What's changing? At the end of key stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests will be updated to reflect the new national curriculum and will be expressed as a scaled score, with the new assessments first taking place in summer 2016. Teacher assessment of speaking and listening and science will continue. For mathematics, reading, writing and speaking and listening, teachers will assess pupils as meeting one of several performance descriptors. For science, there will be a single performance descriptor of the new expected standard. These will be linked to the content of the new curriculum.

End of KS2 assessment

What's changing? At the end of key stage 2, pupils will continue to sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. These will be used for school performance measures from 2016 onwards. There will continue to be teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment. In common with key stage 1, the tests and assessments will reflect the content of the new curriculum. New performance descriptors will be introduced to inform the statutory teacher assessments at the end of key stage 2. For writing, teachers will assess pupils as meeting one of several performance descriptors. For science, reading and mathematics, there will be a single performance descriptor of the new expected standard. A sample of pupils will continue to sit tests in science to give a picture of national performance. The results of the tests in reading, mathematics, and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for their school, the local area and nationally. 7

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Head of School and Executive Headteacher. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Senior Leadership Teams are responsible for ensuring that:

- Each class teacher uses formative assessment and pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress.
- Summative assessment tasks are carried out and the data is collated centrally.
- All staff members are familiar with current assessment policy and practice.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end-of year targets at pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, SLT and Governors where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

SENCo/EAL Leader is responsible for:

- Close liaison with class teachers/Head of School.

- Monitors progress against SEND programmes.
- Maintains SEN, EAL and pupil premium registers.
- Specific assessment tasks – diagnostic assessments.
- Liaising with external agencies.
- Formal assessment for an Educational Health Care Plan.
- Holding teachers to account for the progress individual pupils towards their end-of year targets at pupil progress meetings.

Summative Assessment Strategy	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national measure against which to compare children’s performance.</p>
<p>National Non-Statutory Tests: Commercially Produced Tests (e.g. GL assessments, Rising Stars): Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils’ progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use GL tests for Year 1-6 and Rising Stars tests in Key Stage 2</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage We are going to administer Early Excellence and NFER baseline tests in September 2015.</p>	<p>To establish pupils’ abilities at the beginning of Reception so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Mid-Year Teacher Assessments: Teacher assessments using descriptors for levels of attainment in Reading, Writing and Mathematics are made in the Autumn, Spring and Summer terms.</p>	<p>Schools use these to support the judgements at the End of Key Stage and to monitor progress during the year.</p>
<p>End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y 1,2,3,4,5 and 6. Performance descriptors from the National Curriculum are used to inform teacher assessments.</p>	<p>To provide information to parents and to the next year’s teaching team.</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils’ skills and establish what they have remembered or learnt so far.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil’s attainment in the core subjects (English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.</p>	<p>To provide information to parents and next phases of education.</p>

Formative Assessment Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<p>Sharing learning objectives with pupils: Pupils know and understand the learning intention for every task.</p>	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning intentions.
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<p>Feedback: Must reflect the learning intentions of the task to be useful and provide an ongoing record; can be oral or written.</p>	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
<p>Target setting: Targets set for individuals, over time, for core subjects, Reading, Writing and Maths</p>	Ensures pupil motivation and involvement in their own progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress for parents and the child.

HOW ASSESSMENT IS SHARED WITH PARENTS/CARERS

It is important to see parents as co educators and encourage a two way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their children's development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interest and extend their experiences. Equally this sharing of information will provide support to the parents/carers, helping them to build on this learning at home. In the Foundation stage parents are asked to contribute to observations at home to share with school. This goes towards the evidence for the Foundation stage profile. The following aspects of communicating with parents/carers may be considered:

- Provide curricular targets to parents/carers
- Parent/carers workshop and meetings
- Interviews between teacher and parent/carers
- Foundation Assessment –EYFS Profile
- SEN reviews
- More Able Gifted and Talented opportunities
- End of year reports
- School events

Our collaboration is using Target Tracker to track attainment and progress. From September 2015 we will move away from levels and start assessing the pupils using this software. We are able to

track and comment on statements that have been assembled from the DfE National Curriculum for each Key Stage.

The following is information from the Target Tracker website:-

TRACKING ATTAINMENT WITH STATEMENTS

At its heart, any assessment tool must have Assessment for Learning and this is the fundamental building block on which any more expansive data must sit.

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted to help support practitioners in making their step judgements over each academic year. These formative statements may be shared with pupils to help define and guide next steps in learning. As a key time saving element the Target Tracker software has been designed to allow group assessment entry and reports to get a quick and visual snapshot of pupil achievement.

The statutory statements published in the National Curriculum show end of year expectations. Our curriculum advisers have worked collaboratively with highly skilled practitioners to produce guidance and exemplification to support transition and, a key concern with any new system, moderation. These examples are presented in the Target Tracker software as additional statements of guidance, examples of children's work, or a video file with audio.

This supporting guidance is available for English, Maths, Science and Computing.

TRACKING ATTAINMENT AND PROGRESS WITH STEPS

To track pupil attainment we have devised a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have introduced in EYFS.

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group.

Each year band 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 focused 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 focused on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.

Secure – Confidence in all of the criteria for the band. There may be pupil learning still focused 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 practitioner 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 practitioner 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. The inability to record smaller progress measures was a frustrating issue with the outgoing levels (and points) system.

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

Practitioners may assess steps in core and foundation subjects:

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale. The numbers below each step reference the equivalent scale point.

This means it will be easy for schools to monitor pupil attainment in the context of age related expectation and progress over time to help children reach the new secondary ready standard.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We would expect children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (s+) step before being assessed against the following year band statements.

SETTING TARGETS FOR PROGRESS

Target Setting is an emotive and, potentially, controversial method when misused. When taken as another part of the holistic 'tool box' of assessment practice it can help identify and focus learning for pupils falling behind or showing potential for accelerated progress. The DfE refer to 'sufficient progress' as a way to represent progress over the key stage or Primary phase. While this has yet to be clarified it may be assumed that the equivalent progress to the content for a single academic year would be considered sufficient.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term. Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

PUPILS WORKING BELOW BAND 1 AND PUPILS WITH SEN

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. Schools may wish to continue to assess Year 1 pupils using statements from the EYFS month bands in the Autumn and Spring terms. Assessments made in the EYFS section of the Target Tracker software will not transfer across to Key Stage 1, as the subjects do not match. For pupils with SEN, it will be possible to assess using P-Scales so progression through into the Year band 1 can be tracked. Progress for these pupils can still be tracked using our one point scale.

MANAGING SCHOOL DATA AND REPORTING TO PARENTS

Our assessment system makes it easy for schools to clearly communicate pupil attainment and progress to parents. By using our step assessments, teachers can clearly help parents understand whether their child is working at the appropriate point for their age, and by using the highlighted statements can provide guidance on what children need to do to progress.

Tracking pupil data using the Target Tracker software means that statistical analysis can be done simply and effectively and can provide data on pupil attainment and progress on a summative whole school level, or deeper down at pupil level in a few simple clicks.

Monitoring, Moderation and Evaluation

Senior Leaders and the Executive Headteacher will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually either internally within clusters or by the LEA; Key Stage 1 assessments are moderated every three years by the LEA; Writing, Maths and Reading assessment will be moderated three times a year internally or in clusters. Year 6 Writing will be moderated every four years by the LEA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

This policy should be read in line with the guidance in the following policies:

Teaching and Learning Policy
Marking and Feedback Policy
SEN Policy

T.R. Verity
(Executive Headteacher September 2015)