

Busill Jones Primary School



Assessment Policy

S Field
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Approved by Chair: _____

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidelines

Since the removal of the National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the *'Final Report of the Commission on Assessment without Level'*. It also refers to the statutory reporting requirements set out in *'the Education (Pupil Information) (England) Regulations 2005:schedule1'*.

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

At Busill Jones the key purpose of assessment is to move the children on in their learning. The child is central to the assessment process and their involvement in it is to be encouraged and developed. Our fundamental aim is to celebrate in its broadest sense and to motivate through increasing self-esteem, developing good relationships and enhancing children's confidence. The recognition and valuing of achievement will help us to focus more on what a child can do rather than what they have not achieved.

At Busill Jones, we are clear about the purpose of assessment:

These may be grouped in three categories:-

- Assessment should help the pupils learn more effectively.

Assessment should:

- Inform about individual progress
- Enable strengths and weaknesses to be identified
- Indicate the next step in the learning process
- Involve the child
- Motivate through success

- Assessment should help teachers to evaluate their own teaching.

Assessment should...

- Indicate strengths and areas for development in the teaching programme
- Indicate strengths and areas for development in the teaching style
- Indicate next steps in the teaching programme
- Indicate which children need support and which need extension

- Guarantee teacher child contact
- Assessment should provide information for others.

Assessment should provide information...

- For parents
- For colleagues at school
- To assist transfer
- For guidance and/or referral
- For governors, LEA and DfE

Assessment should therefore be:

- Formative – an on-going process in which pupils' positive achievements can be recognised, discussed and recorded
- Diagnostic – identify learning difficulties, so that the appropriate help and guidance may be given
- Summative – provide an overall view of a pupil's achievement at the end of a particular phase, stage or year
- Evaluative – provide the means by which some aspects of the work of the school can be assessed – e.g. whole school standards, quality of teaching and learning
- Identified in the planning of the curriculum
- Indicate the way forward for pupils' learning
- Based on commonly identified criteria which are relevant to a broad and balanced curriculum
- Provide information for all interested parties – to include the pupil, the parents, other teachers, governors and members of the school community

4. Marking and Feedback

Marking of children's' work is an essential form of formative assessment at Busill Jones. When teachers mark children's work they assess the progress the child has made in each lesson against the learning objective and plan the next lessons accordingly to ensure children's learning makes as rapid a progress as possible. More details on marking can be found in the marking policy.

5. Assessment approaches

Good assessment practice starts in the classroom. We make many assessment decisions to guide and sustain children's learning. We plan work for children on the basis of what has been previously achieved. The work may be a new challenge, a practice activity or an extension of a familiar skill, or concept. We recognise the need to match the child's existing skills, knowledge and understanding with the learning that is planned. Careful assessment, which may frequently be informal and unrecorded, helps to achieve this match.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

4. **Teachers** - to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
5. **Pupils** - to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
6. **Parents** - to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to improve

The main purpose of assessment is to be able to identify where a child's gaps in knowledge and misconceptions lie. Formative assessment of the children provides teachers with the opportunity to plan and provide learning opportunities and teaching to allow gaps to be filled and misconceptions addressed.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

7. **School leaders** - to monitor the performance of pupil cohorts, identify where interventions may be required and work with the teachers to ensure pupils are supported to achieve sufficient progress and attainment
8. **Teachers** - to evaluate learning at the end of a unit or period and the impact of their own teaching.
9. **Pupils** - to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
10. **Parents** - to stay informed about the achievement, progress and wider outcomes of their child across a period

The following summative assessments take place throughout the year:

11. **Weekly:** Spelling, Arithmetic & Timetables tests
12. **Fortnightly:** Reading Stage Assessments
13. **Half Termly:** Letters & Sounds Assessments
14. **Termly:** Salford sight reading & comprehension assessments, PIRA, Phonics Screening (Y1), past SATs papers, PUMA, Sandwell Assessment (SEND), Rising Stars Science & SPAG assessments writing teacher assessments

At Busill Jones, we use a number of well recognised summative tools – PUMA, Salford, PIRA and Rising Stars. Each of those chosen has been done so to ensure they fit well with our assessment principles and that they provide us with the information needed to move children's learning on. Each assessment tool provides detailed analysis opportunities and standardised outcomes.

5.3 Gathering information

Assessment information is gathered in a variety of ways.

The chosen method needs to:-

- Match the activity to be assessed
- Help the child with his/her learning
- Provide the information in a form appropriate for the purpose

To assess what the children do, we:-

- Use observational assessments of the children
- Discuss with the children what they are doing
- Listen to group discussions
- Question children as they are working with open and closed questions as appropriate

To assess what children produce we:-

- Consider the work in terms of specific assessment criteria, e.g. learning objectives
- Consider progress by looking at earlier work samples
- Cross check observations with the finished product and the child's comments
- Ask the child to self-assess his/her work in terms of specific agreed criteria
- Involve peers/parents in assessment discussions

To assess what a child knows, understands and can do, we:-

- Use a combination of the above methods
- Use tests: norm referenced and criteria referenced (SATs)
- Use checklists in combination with above methods
- Collect samples of work (with written comments, date and context)
- Use the child's daily work in books, folders and displays

5.4 Teacher Assessment

Teacher Assessment is an essential part of the National Curriculum Assessment and Reporting Arrangements. The results of Teacher Assessment are recorded and reported alongside test results. Both have equal status and provide complimentary information about children's attainment. Teacher Assessment carried out as part of teaching and learning in the classroom covers the full range and scope of the Programmes of Study and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation.

Each half term teachers ensure that Teacher Assessment Levels for Core Subject Attainment Targets are recorded for all children using the terms, emerging, developing secure or mastery, preceded by the year group. e.g. 5E

5.5 Moderation of Assessments

All summative assessments go through a rigorous moderation process to ensure accurate judgements are being made. Samples of assessments are looked at by a group of teachers. Cohort moderation: assessments are moderated across the cohort of pupils. The process is made up of 3 parts.

- 1) **Within the cohort** – samples from each class are looked at as a cohort alongside the Phase Leader

- 2) **Whole School** – the Senior Management Team, alongside the relevant curriculum lead, will look at samples from across the school
- 3) **Trust Level**- working parties from across the Trust moderate samples of books from all schools within the Trust

The moderation process ensures that a judgement made in one class, year group or school, is the same as every other school within the Trust. On occasion external teams will also come into school to look at a sample of books, talk to the teaching staff and ensure that judgements made at Busill Jones, are the same as those made across the authority.

5.6 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School Leaders** – to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** – to understand national expectations and assess their own performance in the broader national context
- **Pupils and Parents** – to understand how pupils are performing in comparison to pupils nationally

Nationally summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Phonics screening check Year 2 re-takes for those who did not meet the threshold in Year 1
- National curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

All standardised assessments are undertaken following the Standards & Testing Agency's guidance. Staff administering the assessments undertake the annual training provided by the Local Authority, including external moderation.

6. Collecting and using assessment data

Data, as outlined above, is collated by staff within school in-line with this policy and by following the annual Assessment Calendar.

Formative data – this is collected by the class teacher on a daily/ weekly basis and used to inform planning. This may be in the form of marking, which can be found in children's books or notes added to planning evaluations.

Summative data – this data is kept on our school data base SIMs. This is a software package that can use the data to create information in relation to individual progress

over time and attainment, look at groups of children and quickly identify those children who may need intervention support. A copy of class attainment and progress data is kept in the teacher & phase leader's folders.

National summative data – this too is kept on SIMs and from here it is uploaded and submitted to DFE sites for collation.

Collation of data is minimised to ensure staff are only recording data that will positively impact on a child's learning, as well as meeting statutory requirements. To ensure that Busill Jones are reducing, where possible, unnecessary workload, all schools have access to data support in the form of a member of staff who will check data is appropriately recorded and analysis provided to staff; ensuring the data has an immediate impact on learning.

7. Reporting to parents

Assessment data is reported to parents through the annual report and parents evenings.

Annual reports will include:

- Brief details about a child's achievement in all areas of the curriculum
- Comments on general progress
- Arrangements for discussion the report with the child's teacher
- Pupil's attendance record
- The results of nationally standardised tests – EYFS, Year 1 Phonics, End of Key Stage 1 and End of Key Stage 2

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should take account the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

9. Training

All teachers will attend regular training, both internally and externally, to ensure they are abreast and up to date with any developments. They will be able to develop and improve their practice through regular moderation sessions.

The CPD and Assessment leads will be responsible for ensuring that all staff's skills are at the level they should be and that they attend the relevant training to ensure that they are effectively assessing, making accurate judgements and using data to inform planning and next steps.

Teachers will attend training events as appropriate including:

- Meeting Statutory Requirements
- End Of Key Stage assessment arrangements
- Standardisation meetings
- Moderation meetings

10. Roles and responsibilities

9.1 Trustees and Governors

Trustees and Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 CEO

The CEO is responsible for:

- To have an overview of data across the Trust
- To strategically plan the direction of the Trust

9.3 Executive Head Teacher

The Executive Head Teacher is responsible for:

- To collate assessment data from all schools in the form of a Trust Scorecard
- Present Trust data to the CEO & Trustees
- Undertake half termly Quality Assurance Reviews and report findings to the CEO & Trustees

- Ensure that Head Teachers are identifying the correct priorities and acting on concerns in an appropriate and timely manner

9.4 Head Teacher

The Head Teacher is responsible for:

- Ensuring that the policy is adhered to
- Ensuring all statutory assessment procedures are adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Executive Head Teacher on all aspects of pupil progress and attainment, including current standards and trends over previous years

9.5 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed every 2 years by the Executive Head Teacher. At every review, the policy will be shared with the Trustee Board.

All teaching staff are expected to read and follow the policy. The Head Teachers are responsible for ensuring that the policy is followed. Head Teachers will also be responsible for monitoring the effectiveness of assessment practices across the school through:

- Monitoring
- Moderation
- Book Trawls
- Lesson observations
- Pupil Progress Meetings

12. Links with other policies

- a. Teaching and Learning
- b. Marking Policy
- c. Early Year Handbook
- d. Curriculum policies
- e. Administering Statutory Assessments

