



# Assessment Policy

*Mares.*

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*When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning - it happens during the learning, when there is still time to do something with the information.*

*Dylan Wiliam, 2011*

**This Assessment Policy should be read in conjunction with the following documents:**

The Marking, Feedback and Response Policy

The Teaching for Learning Policy

## **1. INTRODUCTION**

This policy outlines the purpose, nature and management of assessment at The Globe Primary Academy. It has been written in March 2018 and should be reviewed annually. It is subject to scrutiny before being implemented and is approved by the Governing Body of the school.

## **2. AIMS**

The aim of this policy is to give a clear outline of all assessment techniques at The Globe Primary Academy. Assessment is a tool to inform planning, track pupil progress and to raise standards. In addition, it enables evaluation of current practice, contributes towards a whole school approach for the provision of an excellent education for all children at our school. The main benefits of effective assessment are that it enables each teacher to find out what pupils know, understand and can do and then plan appropriate progression throughout all curriculum areas.

## **3. ROLES AND RESPONSIBILITIES**

The overall responsibility for assessment belongs to the Executive Headteacher/Head of School. This responsibility can be delegated to another member of staff acting as assessment leader.

Class teachers are responsible for assessment of the children in their care and subject leaders/TLR post holders are responsible for monitoring assessment within their subject area or area of responsibility.

#### 4. ENTITLEMENT AND EQUAL OPPORTUNITIES

We believe that it is the entitlement of every child at The Globe Primary Academy to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement. All children should have equal access to both formative and summative assessment in line with The Globe Primary Academy's commitment to equal opportunities for all pupils.

##### 4.1 Assessing Special Educational Needs

When formative assessment by the class teacher indicates a child may have special educational needs, the Inclusion Manager is informed and the child's progress is carefully monitored. Further specialised assessments then take place, as outlined in the school's Special Education Needs and Inclusion Policy. Pupils referred by the class teacher may be discussed at Professional Consultation Meetings, where referral to outside agencies can be agreed.

Each class teacher will write a pupil passport for children at on the SEN register or those who may not be on the register but still require additional support over and above Quality First Teaching.

Similarly, any identified able/G&T children will have their strengths challenged.

#### 5. LIFE AFTER LEVELS

##### Assessment of children's learning in REACH2

From September 2014, with the introduction of the new Primary National Curriculum, the government assessment reforms came into force. These included National Curriculum levels being removed and not replaced. This has allowed schools to design and implement their own assessment frameworks.

Below is REACH2's response to these changes:

*Changes in the 2014 National Curriculum require that children are able to independently access the skills taught in year groups across a wide range of contexts. There is much more emphasis in revisiting and deepening their understanding of what they have learnt, improving their ability to apply learning in as many different ways as possible.*

*In order for this new assessment criteria to work, it requires a change of mind-set at all levels regarding assessment. Schools have the freedom to make professional judgements on how children learn the knowledge, skills and concepts within the National Curriculum. With this comes a big responsibility to ensure that at all levels it is being taught in a way that develops the whole child.*

*As children are not expected to push through a set of levels, they are free to master the full breadth of the curriculum for their year group. Really strong, sustainable progress will come through the*

*freedom for children to learn in a range of contexts and ways. The progress will be evident and measurable in books and through the children themselves.*

*The REAch2 Non-Negotiable Milestones for each year group are not a replacement for levels nor are they are not a basis for planning or measuring steps in progress. They are a summative expectation of what skills, knowledge and concepts the child should have by the end of the year. It is by no means the range, breadth or depth of what a child should be learning.*

*This is not to say that challenge and high expectations have slipped. Once a child has independently achieved and met aspects of their year group's curriculum and this is clearly evidenced, they will be pushed on to their next stage of learning. This will not be scored through a data package but will be the responsibility of the school to ensure that children are meeting their full potential, through clear and thorough checking systems.*

## **6. PURPOSES OF ASSESSMENT**

As a school we believe that good assessment practice in our school will:

- ✓ raise standards of attainment and behaviour, and improve pupil attitudes and response
- ✓ enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- ✓ promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- ✓ build resilience and develop mastery over time.
- ✓ build on secure teacher knowledge of the linguistic and cultural background of pupils
- ✓ guide and support teachers as planners, providers and evaluators
- ✓ enable teachers to adjust teaching to take account of assessment information and to focus on how pupils learn
- ✓ draw upon as wide a range of evidence as possible using a variety of assessment activities
- ✓ track pupil performance and in particular identify those pupils at risk of underachievement
- ✓ provide information which can be used by teachers and the Executive Headteacher/Head of School as they plan for individual pupils and cohorts
- ✓ provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- ✓ provide information which can be used by other interested parties

- ✓ provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

Two distinct types of assessment are identified and used in our school. These are:

### **Assessment for Learning (AfL)**

Assessment for learning is formative as it helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

### **Assessment of Learning**

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within our school.

## **6.1 ASSESSMENT METHODS**

### **Formative, summative and diagnostic testing**

Children are assessed formatively to enable planning for progression and summatively to show knowledge and achievement gained by a child. Where a child shows signs of weakness or appears to be gifted, diagnostic tests are applied in consultation with the school's Inclusion Manager. Records should be kept in the Inclusion Office of these tests.

### **Observations**

Teachers will use some or all of the observation techniques shown below, as appropriate to help support assessment. These are used to assess an individual or a small group against their success criteria. The list is not exhaustive. Teachers will normally give consideration to observation criteria before commencing an activity.

Techniques may include:

- ✓ watching what the children do
- ✓ listening to what they say
- ✓ looking at what they produce
- ✓ questioning and interacting

Observation of children will provide assessment support for skills or processes that may be required for most subjects e.g. collaborating, asking and answering.

Assessment is normally carried out by the class teacher or another adult under their guidance e.g. a teaching assistant or a volunteer helper provided with specific guidelines on what to look for.



Parents and carers are encouraged to help with their child's assessment by commenting on their reading progress and the way in which they tackled their homework.

### **Self-Assessment**

All children are encouraged to take part in their own assessment. They are told of the Learning Intentions for each lesson or session. They will discuss these throughout the sessions and often be asked to comment on their work as to whether they have achieved them. They are also given mutually agreed group or individual targets in reading, writing and maths after discussing their work with the teacher – these can also take the form of a growth comment.

From Year 2, children will be encouraged to develop the skills of pair and self-assessment. This may be done by children looking at their work and checking if they have achieved the learning objectives by evaluating their work against the success criteria identified at the start of the session. Children will also assess their own progress by commenting on their view of their strengths and weaknesses from time to time.

## **6.2 STATUTORY REQUIREMENTS**

All children admitted to a primary school should be baseline assessed during the autumn term at the start of their Reception Year. Assessment takes the form of observations made throughout the year against the Early Learning Goals. Children will also be assessed against the Early Learning Goals in the summer term at the end of their first year in school.

In Year 1 all children are assessed for Phonics testing using the National Phonics Screening Check.

In addition, all children in the final year of Key Stage 1 are assessed by the new 2016 National Curriculum tests or tasks in Reading, Writing, Maths, Grammar, Punctuation and Spelling. Their results are used to inform teacher assessments in these subjects as well as Speaking and Listening and Science.

Any pupils who did not pass the National Phonics Screening Check at the end of Year 1 sit this test again at the end of Year 2.

Until informed otherwise by the Department for Education we will undertake the following:

At the end of Key Stage 2 pupils sit national tests in

- Grammar, punctuation and spelling
- Reading comprehension
- Maths

The assessment of writing is not assessed nationally but by teachers in school and submitted to the local authority.

Science sampling takes place every 2 years. Schools are normally informed in April if they will have to undertake science test sampling.

Further information on national testing can be found at <https://www.gov.uk/education/primary-curriculum-key-stage-2-tests-and-assessments>

## 7. ASSESSMENT PROCEDURES

Key assessment dates are provided each year (in September) to teachers. A sample outline of dates can be found in Appendix A.

### Baseline assessment

Teachers in Foundation Stage will baseline children by formally assess children normally after half a term at school using the prevailing system chosen by the school.

### Termly and Half-Termly Tracking

Teachers in Key Stages 1 and 2 will assess children each half term in Oracy, Speaking and Listening, Reading, Writing and Maths using O-Track and against the REAch2 Non-negotiable Milestones

Teachers will assess all pupils in Computing and Science termly.

Teachers will normally also administer trust-wide tests decided on by REAch2 Academy Trust to help in baselining and assessing children's progress. These tests, new for 2017/18 are normally done at the end of each term.

Assessment Dates will be sent out each year in September once agreed by the academy trust.

### Foundation Stage

- On-going assessment using 2Simple programme
- Half termly assessment of progress/attainment of all children and groups, given to PP Line Manager during the final week of each half term and discussed at Pupil Progress Meetings during the first week after half term (**see Pupil progress meeting notes for suggested reports needed from O-Track**)

### Key Stage 1 and 2

- Data updated half termly on O-Track for Speaking & Listening/oracy, Reading, Writing and Maths, completed and given to PP Line Manager by the Thursday of the last week in each half term. This will be discussed during Pupil Progress Meetings held during the first week back during half term.
- Half termly assessment of progress/attainment of all children and groups, given to PP Line Manager during the final week of each half term and discussed at Pupil Progress Meetings during the first week after half term (**see Pupil progress meeting notes for suggested reports needed from O-Track**)
- Half termly tracking of individual pupils using O-Track (detailing those who are (a) already on target (b) targeted or (c) predicted not to reach national age-related expectations at the end of each academic year **and** those pupils who are (a) already on target (b) targeted or (c) predicted not to achieve value added from either from Year 1 to Year 2 or from KS1 SAT results.



- Termly assessments to be entered for Computing, Science in Key Stage 1 and 2 and additionally for GPS in Key Stage 2.
- In Year 6 GPS and sample/practice SATS test results will be submitted half termly as well.
- Half-termly on-going assessment tracker grids for speaking & listening/oracy, Reading, Writing and Maths

### Half Termly Pupil Progress Meetings

A member of the SLT (see below) will meet with year groups to discuss individual pupil progress each half term. In the initial years of Life after Levels meetings will be held every 3 weeks to ensure children are making progress. During this meeting, the progress, attainment and overall achievement of children will be discussed in detail; **it is therefore essential that class teachers have a sound knowledge of where their children are, and where they need to be, in order to reach national expectations at the end of each year and relevant key stage.**

Line Managers for Pupil Progress Meetings are as follows:

Executive Head/Head of School	Foundation Stage, Year 2, Year 6
Deputy Headteacher	Year 5, Year 1
Assistant Headteacher	Year 3, Year 4

The expectation is that all children identified will make the progress needed to either catch up or will continue to make good progress in spite of already achieving/exceeding expected levels.

Start of the year - initial pupil progress meetings - please bring data only

Half termly meetings Initial meetings - please bring data and books to help evidence assessments

Interim meetings (at 3 weekly mid-point if requested) - please bring data only

### Assessing English as an Additional Language (EAL)

When children progress through the Foundation Stage curriculum, they are assessed against National Curriculum levels. However, the school uses specially formulated EAL scales which assist teachers to track children with English as an additional language from their point of arrival. These tracking sheets enable teachers to accurately assess the level of understanding and progress that EAL children make when they are working below National Curriculum Level 2 in English. When children progress beyond Level 2, their on-going progress will be tracked using whole school procedures for assessing pupil progress.

### Target Setting

In Foundation Stage, each child is set targets across the 7 Areas of Learning (Communication and Language, Physical Development, Personal, Social and Emotion Development, Maths, Literacy, Understanding the World and Expressive Arts and Design). These are updated at least every half term and are recorded on the 2 Simple software.



## RWI Targets

Targets are set after assessments at the end of a unit of teaching. Individual targets are normally set once the results from assessments are known.

Any child who is part of an intervention group will also have targets, either individual or small group targets are set. In the Foundation Stage, one of the Nursery Nurses, with responsibility for the *School Start* speech and language programme has targets for each child/small group.

Foundation Stage pupils will not normally have targets written in front of them, but when ready they begin to use some of the writing picture targets that Year 1 use.

## Year 1

Writing picture targets will be used in Year 1 to help children improve their work. Examples of the pictures to be used can be found in Appendix B.

In Key Stages 1 and 2, targets for writing and maths will be stuck into the back of pupils' books and signed/dated when achieved. These will be updated regularly as achieved and reviewed at least half termly. Targets for reading will be set for guided reading sessions, updated regularly as achieved and reviewed at least half termly.

Targets for other subjects will be agreed throughout the year and listed in the back of pupils' exercise books as for English and maths targets.

## 7.1 PLANNING FOR ASSESSMENT

We use the National Curriculum 2014 to guide our teaching and to give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

We use in house tracking system (ongoing assessment of pupils' progress) to track pupils' progress in Oracy, Reading, Writing and Maths to collect information and standardise assessment judgements and outcomes. Class Track, should in time, be updated **half termly**.

PIRA/PUMA tests should be sat at the end of each term and as a baseline in September.

Rising Stars Assessment material has been purchased for all year groups in KS1 and Key Stage 2 for reading and maths. Children should be formally tested using these materials after each unit of work (and at least once or twice half termly) in order to prepare them for performing under test conditions. Teachers will record a teacher assessment half-termly and also the level achieved under test conditions and submit this data as part of pupil progress meetings.

We use relevant Early Years Foundation Stage and National Curriculum documents, related strategies and schemes of work as appropriate, to guide and support our teaching. We use the assessment guidance in these strategies to help us identify each child's level of attainment.

Weekly planning reflects the teacher's assessment of each pupil's progress in English, Mathematics and other subjects as appropriate. This assessment is on-going from the time the child starts school and is built on from the Foundation Stage Profile completed during their time in Nursery and in Reception.

## 7.2 MODERATION

- There will be whole school moderation of reading, writing and mathematics each term
- The school attends cluster, regional REACh2 moderations.
- Each teacher will be asked to bring **all** work for 3 pupils being tracked across the year
- Class work will be moderated and levels agreed when 6 children's work matches the TA levels
- Moderated work will then be used to guide teachers in making judgements about individual children, whilst also providing a clear evidence base to back up judgements
- Selected teachers will attend locality moderation events in reading, writing, maths and science throughout the year

## 7.3 RECORDING

At The Globe Primary Academy, pupils working with the EYFS Profile will be tracked using 2Simple. When pupils begin to work at National Curriculum Levels, pupil progress is recorded in O-track. All pupils in KS1 and KS2 will be tracked using O-track.

Teachers may choose to keep informal notes when observing, to facilitate teacher assessment. This notebook need not constitute part of an official record, although the notes may be used to inform this. Staff may also set aside non-contact time to discuss children moving on within the school to ensure continuity and progression towards the children's end of year and or end of Key Stage targets.

## 7.4 NATIONAL CURRICULUM ASSESSMENTS (SATs)

End of key stage National Curriculum Assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyses the SATs results and considers the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's attainment. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work and the information stored in O-track to decide the children's Milestones judgements. The year group teachers concerned make these judgements, with advice from the subject co-ordinators and the Executive Headteacher/Head of School as necessary.

Teacher assessment across the school is moderated by REACh2 partner schools and at times by the local authority in Y2 and Y6. Internal moderation as described earlier is used to validate teacher assessment across the school.

Some pupils with Education, Health Care Plans may be exempted from the end of Key Stage 1 and 2 assessments and tests, as may those with emotional circumstances, at the discretion of the Executive



Headteacher/Head of School. The Executive Headteacher/Head of School may seek advice from the Inclusion Manager and Outside Agencies prior to making this decision.

## **7.5 EVIDENCE**

Evidence will primarily be kept in children's workbooks and in O-track. Data entered into O-Track will also provide evidence of children's progress, attainment and overall achievement during the half term, term and the year. Additional evidence for children at the end of Key Stage 1 will come from a combination of NC tests and teacher assessment. The optional Rising Stars/CGP tests purchased for Years 3 to 5 provide additional evidence in these year groups and end of Key Stage 2 tests provide additional summative evidence for pupils in Year 6.

## **8. REPORTING OF ASSESSMENTS TO PARENTS AND CARERS**

At The Globe Primary Academy, we have a range of strategies that keep parents and carers fully informed of their child's progress; these include parent consultation evenings, the annual report and IEP meetings (if applicable). We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work and each year provide an information booklet and Non-negotiable milestones for parents and carers to explain how we are assessing.

Parents and carers may request to see the class teacher or occasionally the Executive Headteacher/Head of School at a mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

### **8.1 ANNUAL REPORT**

During the summer term we give all parents and carers a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

In the report for Reception pupils we also provide information from the 2simple application on the 19 Development Matters areas and children's progress towards the Early Learning Goals.

In the reports for pupils in Years 2 and 6 we also provide details of the levels achieved in the national tests and indicate whether the child is working below, in line or above age related expectations. We offer parents and carers of pupils in Reception classes the opportunity to discuss the results of the EYFS Profile with their child's teacher.

In the reports for Year 1, details of how the pupil has done in the National Phonics Screening Check is included.

Governors are informed of the standards achieved by children in the end of Foundation Stage profiling and the end of Key Stage tests, Teacher Assessments and the progress for each cohort of children.

The Governors are able to compare the school's progress score with other schools nationally and with schools having a similar profile through the progress score data as well on the Standards and Performance site and Analysing School Progress website.

## **8.2 TERMLY CURRICULUM UPDATE FOR PARENTS/CARERS**

Each year group sends parents and carers a termly overview that identifies the main areas of study for that particular class. In this update the teacher identifies how parents and carers can support any elements of the work during the term. This information is also available on the school website.

## **9. TRANSFER/TRANSITION**

Children moving to other schools will have their assessment information held by the school, including their assessment grades forwarded upon request. Liaison meetings are held and the receiving schools are invited to come and meet the children and talk to the class teacher where appropriate. Transition meetings to relay important assessment information as children move to a new year group are also held each year so that teachers can remain well informed of the assessment information relating to their new class. For our most vulnerable children, Transition Booklets will be made to further ease the move to a new class.

## **10. END OF YEAR PROCEDURES**

### **10.1 WHAT DO YOU NEED TO PASS ON TO THE RECEIVING TEACHER?**

For each pupil:

- FS1 → FS2 - 2Simple data, Learning Journals and group target sheet for phonics and maths, EXXBA data from their nursery
- FS2 → Year 1 - 2Simple data, O-Track data and group target sheet for phonics and maths, EXXBA data from Reception
- KS1/KS2 - data on O-Track
- Copy of pupil reports
- Pupil books: Independent writing books /Art Sketch books/ Topic books
- Class files, DSEN notes and information

## **11. MONITOR AND REVIEW**

The Executive Headteacher/Head of School and Senior Leadership Team will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils, parents and carers, sampling pupil records and reports and sampling teacher's planning and assessment records. In addition to this the half termly pupil progress meetings will also allow the Executive Headteacher/Head of School to gather summative evidence and make judgements about attainment and progress that will then inform future strategic developments. Each half term, teachers will work in Curriculum Teams for English, mathematics, science, ICT and Foundation Subjects and will monitor as above across the primary.

**As a result of the successful implementation of this policy:**

- ✓ **Teachers will know:**
- ✓ Where the pupils are starting from.
- ✓ How to assess without Levels using the REAch2 Non-Negotiable Milestones
- ✓ If the class overall learned what was planned and taught.
- ✓ If the pupils making the progress expected to reach their challenging targets.
- ✓ Are children making sufficient progress in order to close the gap and reach national expectations.
- ✓ Are pupils applying their skills, knowledge and understanding across the curriculum.
- ✓ Which pupils need more help and in which areas.
- ✓ Which pupils require extension work.
- ✓ Are planned activities well resourced and staff fully utilised to impact upon the progress that children make.
- ✓ How can the teaching be modified and improved in the future.

**The Executive Headteacher/Head of School, Senior Leadership Team and Governors will know:**

- ✓ If pupils are making the progress required for them to reach or exceed their targets.
- ✓ If there are any problems.
- ✓ If the progress of the children in the school is in line with the school targets set with the Academy Trust.
- ✓ How The Globe Primary Academy compares with other similar schools, nationally.
- ✓ What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children.

**Parents and carers will know:**

- ✓ How much progress their child is making.
- ✓ If their child has any specific problems, including if the school feels they should be placed on the SEN Register.
- ✓ What the school is doing to help a child with specific problems.
- ✓ What they can do to help their child to make progress.

**The Local Authority/Government will know:**

- ✓ How The Globe Primary Academy is performing in terms of progress/attainment and narrowing the gap in relation to national expectations.
- ✓ The impact of the assessment procedures at our school.
- ✓ Attainment in the school in terms of APS and teacher assessment at the end of KS1 and KS2.
- ✓ How The Globe Primary Academy compares with similar schools.
- ✓ Whether the priorities of the Academy Trust's education development plan being met.

**This policy will be evaluated annually. It will be amended in the light of school, academy trust and the Department of Education's changes to assessment and reporting arrangements which detail the appropriate procedures to be followed for that particular year.**

**APPENDIX A - Assessment Dates - Sample dates**

**Half term 1**

Week 1	Individual pupil data from the previous summer will be given to all teachers via O-Track
Week 3	Interim PP meeting
Week 5	Year group meeting to discuss and analyse pupil progress and attainment
<b>Week before half term</b>	<b>All completed O-Track Reports given to Pupil Progress line manager and HT PP data*</b>
Week after half term	End of Half-Term Pupil Progress meetings

**Half term 2**

Week 3	Interim PP meeting
Week 5	Year group meeting to discuss and analyse pupil progress and attainment
<b>Week before the end of term</b>	<b>All completed O-Track Reports given to Pupil Progress line manager and HT PP data</b>
Week 1 of next term	End of Half-Term Pupil Progress meetings

PP = pupil progress

HT = half term

HT PP Data = any practice papers or tests done half termly to track pupils' progress (e.g. CGP, Rising Stars, Nfer, Phonics Nonsense Words Test etc)

Appendix B - Picture targets

The following symbols are used to remind children of their targets and to aid self-assessment.

	Concentrate
	Own ideas
	Clear handwriting
	Finger spaces
<b>ABC</b>	Capital letters
	Full stops
	Sound out
	Super spellings
	Time words
	Adjectives
	Joining words/conjunctions
	Question marks
	Exclamation marks
	Sentence starters