

Assessment Policy

Low Ash Primary School



Approved by:	The Governing Body	10.11.21
Last reviewed on:	Autumn 2021	
Next review due by:	Autumn Term 2022	

Statement of Intent

Low Ash believes that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Working, when necessary, with other agencies.

1. Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Assessment Policy and procedures of Low Ash.
- 1.2. In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Equality Act 2010 and all other relevant legislation.
- 1.3. One of the Co-Headteachers has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. One of the Co-Headteachers will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Low Ash.
- 1.5. The Inclusion Leader is responsible for maintaining the SEN register, coordinating individual support, handling pupil records received from mainstream schools and managing statutory assessment.
- 1.6. The Assessment Leader sets end of year targets for children in reading, writing, and maths. The class teachers are responsible for setting individual next steps, maintaining accurate pupil records and reporting progress to parents/carers.
- 1.7. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.8. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments and by following end of Key Stage test regulations.
- 1.9. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings and by encouraging

pupils to do their best in their day-to-day schooling and in summative assessments.

2. Definitions

2.1. Low Ash defines “assessment” as either:

- Activities undertaken by teachers, and by students assessing themselves which provides information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve attainment.
- Activities which lead to formative or summative feedback.

2.2. Low Ash defines “assessment for learning” as any formative assessment activity which assesses progress throughout the school term or within a lesson and guides teachers in how to modify their teaching to help their pupils make progress.

2.3. Low Ash defines “summative assessment” as activities which assess final attainment at the end of the year, half-term or unit of work.

3. Training of staff

3.1. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

3.2. Teachers and support staff will receive regular and on-going training as part of their development.

4. Baseline assessment

4.1. Pupils joining Low Ash will receive a baseline assessment when they start.

4.2. Development Matters is used to set baselines for children in Nursery and Reception.

4.3. Strategies for baseline assessment include:

- Use of tests, observations and discussion
- Assessing pupil progress over the first six weeks that they are enrolled.

5. Formative assessment (Assessment for learning)

5.1. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children’s continuing progress.

5.2. Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

5.3. Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.4. Formative assessment will be used to guide teaching and learning and help pupils achieve their targets.

5.5. Methods of formative assessment at Low Ash include:

- Q&A
- Hot seating
- Quizzes
- Self-assessment
- Feedback in books
- Oral feedback

6. Summative assessment

6.1. Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

6.2. Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Provide information about cohort areas of strength and weakness to build from in the future.

6.3. Summative assessment will be used to determine a pupil's final grade together with all the evidence from the child's book and a teacher's knowledge of the child e.g. during oral questioning sessions.

6.4. The final grade will be used to judge a teacher's performance.

- 6.5. The final grade will be used to monitor the progress of individuals and groups of pupils.
- 6.6. Methods of summative assessment at Low Ash include:
- Half-termly tests and end of year tests.
 - External tests such as the National Curriculum Tests.

7. Assessment and reporting

7.1. Early Years Foundation Stage:

- **Observations**

The Key Person keeps an overview of the breadth of observations for each child under their care. Children are targeted on a weekly basis to ensure full coverage of the curriculum. The adult will support play when conducting these observations if appropriate. Observations are then analysed against the 'Development Matters' objectives in the Early Years Foundation Stage Curriculum Guidance and next steps are identified and planned for on a regular basis.
- **Learning Journey Books**

Observations are collated into individual Learning Journey Books. These are accessible to parents and are used to show progression across each aspect of learning and across the EYFS. Termly judgements are made using this information. This will feed into the child's next steps of learning and incorporated into the planning.
- **Other evidence**

Photographs of key events in Nursery and Reception and exemplar pieces of work, mainly done independently by the children, are included in the Learning Journey Books. Speech is recorded and clearly highlighted to enable to track children's language development. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the folders to create a whole picture of the child.
- **Focus Activity**

During focused activities, teaching staff write comments on the child's work on sticky notes often identifying the level of support needed or if the work was done independently. Children are encouraged to discuss their work and next steps are also discussed with the children in child-friendly terms.
- All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

7.2. Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria (steps to success). This information is then used to assess progress towards meeting learning targets and to identify and set next steps for each child.
- Tests in reading, maths and Grammar, Punctuation and Spelling are used to identify progress and gaps in learning (half-termly for Y2 & 6, termly for Y1,3,4 & 5)
- Teachers use the information collated from the tests and books to identify a grade for where that child is at in his/her learning. An adapted version of the Sheffield School Tracking and Assessment Tool (STAT) is used to support this grade judgement. This will then feed into next steps for that child as well as being used to track his/her attainment and progress.
- Pupil Progress Meetings (three times a year) are used to identify and analyse progress and attainment of each teacher's class/set and specific groups e.g. disadvantaged and SEN.
- Pupils will receive regular and timely verbal feedback on their progress and their next steps.

8. Planning for assessment

- 8.1. The National Curriculum Programmes of Study and Early Learning outcomes are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- 8.2. Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. All tasks set are appropriate to each child's level of ability.
- 8.3. Teachers feedback orally or through marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

9. Assessment methods/materials:

- 9.1. Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.
- 9.2. Results of published tests are used to contribute to overall teacher assessments.

10. Reporting

- 10.1. Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.
- 10.2. We provide opportunities for two parent/carer consultation evenings so that they can discuss how well their child is progressing and be involved in the target setting process.
- 10.3. Parents/carers receive a summary next steps sheet twice a year for Year 1-6. During parents evenings and stay and play sessions every half term, EYFS pupils' next steps are shared with parents.
- 10.4. We provide an end of year written report which includes results of statutory tests and assessments and gives information relating to progress, attainment and next steps.
- 10.5. We give parents the opportunity to discuss their child's progress at any time by appointment.

11. Moderation

- 11.1. Regular moderation of grade judgements takes place each term to ensure consistency. Teachers meet with their year group partner and at least one member of the SLT to discuss and agree grade judgements. School has local authority moderators for Y6 and KS1 who are used to ensure writing judgements are consistent and accurate. During the Summer Term, teachers in Reception, Year 1, Year 2 & Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.
- 11.2. Early Years staff participate in moderation sessions with other practitioners in the local authority.

12. Special educational needs (SEN)

- 12.1. Our graduated response to SEN, including early intervention strategies and support, is detailed in our SEN Policy.

13. Rewarding achievement

- 13.1. Low Ash acknowledges achievement in the following ways:

- Certificates
- Golden Learner display
- Merits
- Badges
- Recognition in Achievement Assemblies
- Postcards sent home

Appendix 1: Feedback – oral and marking guidance

This guidance on feedback forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses oral feedback and focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use oral feedback and focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting is flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Writing

Oral feedback and focused marking of children's writing should relate to the specific learning objective. Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Spelling errors may be corrected. Children will be given the opportunity to practise spelling words they should know. Children will have opportunities to improve their work by eg inserting better words in a sentence or improving a sentence/paragraph.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. Children will have opportunities to correct mistakes and answer questions that deepen their understanding further.

Other subject books

Feedback will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects. Children will have opportunities to correct the misunderstanding of a concept or mistakes and answer questions that deepen their understanding further.

Self and Peer assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peer's work to demonstrate appropriate use of text features

Appendix 2: Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"> • Pupil observations • Guided Reading records/books • Tests (NTS, Rising Stars Progress Tests, CGP, Testbase, past SATs tests) • Teacher planned comprehension tests/activities • Phonic phase assessments (including flashcards)
Writing	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Writing samples • Phonics assessment tests as well as spelling of high frequency words; observation of spelling of graphemes/alternative graphemes • Results of class tests (e.g. weekly spelling tests) • Tests (Rising Stars progress tests, CGP and Testbase tests)
Maths	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Results of weekly Arithmetic maths tests • Tests (NTS, Rising Stars Progress Tests, CGP, Testbase, past SATs tests) • Monitoring of the MyMaths website homework

Appendix 3: School assessment schedule – see Assessment Calendar for dates

Autumn 1	<ul style="list-style-type: none"> • Baseline data for children in Nursery and Reception • End of year targets set • Y2 & Y6 SATs practice papers – reading, maths and GPS • Update STAT assessment sheets Y1-Y6
Autumn 2	<ul style="list-style-type: none"> • Parent/Carer consultation meetings • Y2 & Y6 SATs practice papers – reading, maths and GPS • Progress tests Y1,3,4 & 5 • Writing assessment Y1-Y6 • Phonics EYFS-Y2 • Update STAT assessment sheets Y1-Y6 • Year group assessment moderation meetings • Update EYFS assessments in each aspect of learning • SEN meetings
Spring 1	<ul style="list-style-type: none"> • Pupil progress meetings • Parental summary next steps sheet sent home • Y2 & Y6 SATs practice papers – reading, maths and GPS • Update STAT assessment sheets Y1-Y6 • SEN meetings
Spring 2	<ul style="list-style-type: none"> • Pupil progress meetings • Y2 & Y6 SATs practice papers – reading, maths and GPS • Writing assessment Y1-Y6 • Parent/Carer consultation meetings • Progress tests Y1,3,4 & 5 • Update STAT assessment sheets Y1-Y6 • Year group assessment moderation meetings • Update EYFS assessments in each aspect of learning
Summer 1	<ul style="list-style-type: none"> • Parental summary assessment sheet sent home • Pupil progress meetings • End of year reports produced • Writing assessment Y1-Y6 • Update STAT assessment sheets Y1-Y6 • Year 2 & Year 6 SATs • Local Authority SATs moderation meetings for Reception, Y2 and Y6 • Update EYFS assessments in each aspect of learning

Summer 2	<ul style="list-style-type: none"> • Year 1 and Y2 re-check phonics test • Optional SATs Y1,3,4 & 5 reading, GPS and maths • Pupil progress meetings • Year group assessment moderation meetings • Report EYFSP to Local Authority • Report Year 1 & Year 2 phonics assessment results to Local Authority. • Report Years 2 and 6 SATs results to appropriate authorities • Report all results of statutory assessments to parents • Annual reports sent to parents. • Class STAT assessments sheets updated Y1-Y6 in preparation for class transition meeting • Class transition meetings (current teacher meets receiving teacher to share information) • SEN meetings
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Signed: **Chair of Governors**