

# Archbishop Hutton's V.C. Primary School

## Assessment Policy



*For God and sound learning*

## Archbishop Hutton's V.C. Primary School

### ASSESSMENT POLICY

Date approved: 11/10/18

Next Review: September 2019

Signed: \_\_\_\_\_ M. Jackson (Chair of Governors, Mrs. M. Jackson)

Date: 11/10/18

Signed: \_\_\_\_\_ S. Watson (Headteacher, Miss. S. Watson)

Date: 11/10/18

#### Mission Statement

“Our school welcomes everyone, whatever your background so that you can achieve your God-given potential.”

The responsibility for ensuring that this policy is implemented, that practice is maintained and regularly reviewed and updated, lies with the Headteacher or a person designated to this role by the Headteacher.

#### **Policy Aims:**

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

#### **Principles of effective assessment in our school:**

- Compliance with statutory requirements
- Outcomes are benchmarked to national expectations and that of similar schools.
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons

- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats
- Practice is regularly reviewed and developed in line with changing DfE policy and against knowledge of practice in other schools.

### **Single Equality**

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

### **Social, Moral, Spiritual and Cultural**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

## **TYPES OF ASSESSMENT**

### **Formative**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against the Key Learning Indicators of Performance (KLIPs) in Reading, Writing, GPS and Maths.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Marking ladders*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment*
- *Teacher assessment of pupils' written work*
- *Pupils' performance in formal assessments*

### Diagnostic

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs IPPs / EHC Plan
- Informs teachers' planning.

### Summative

Formal summative assessments occur termly. They give a picture of the child's level of performance at a given time.

Children from Y1 to Y6 complete Rising Stars termly assessments for Reading (PIRA), GPS (GAPS) and Maths (PUMA). Teachers analyse these termly assessments to identify specific target areas for individuals and groups. These assessments provide standardised scores that have been nationally benchmarked.

Children regularly complete independent pieces of writing in their writing portfolios. Teachers use children's independent writing to inform their writing assessment.

Summative assessments will be made using the KLIPs, Lancashire Maths termly assessments, Reading comprehension and GPS style tests and ongoing teacher assessment in writing.

Teacher's formative assessments are compared to termly summative assessments. Any significant discrepancies between an individual child's formative and summative assessments are discussed with the headteacher and a final assessment judgement is agreed.

Teacher assessment for reading, writing, GPS and maths are recorded **on both school trackers and the Lancashire Tracker** at the end of every term.

### Evaluative

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

## Using the outcomes of assessment

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, govts).

- Teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan with appropriate support plans put in place.
- Inclusion Leader uses data analysis to inform an effective provision map that enables underperforming, SEND and Pupil Premium children to address gaps in their learning
- Leadership Team complete data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- Assessment in the EYFS will be reviewed termly, in line with other year groups. Please see EYFS policy for how these assessments are made.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

## JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

**Entering:** Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Developing:** Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Secure:** Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group. Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

**Monitoring** ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews (termly)
- The pupil tracker – updated termly
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

**Evaluation** ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At LT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

**Moderation** confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Termly reviews of achievement and progress
- In teacher meetings
- In cluster moderations
- By attending LA sessions to ensure our judgements are in line with other schools in the LA.

### **Recording**

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

### **Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

### **Formal records include:**

- Class Assessment Folder and Class Reading Folder including individual pupil records
- Information held on trackers
- Pupil progress meeting records
- SEND information
- EYFS profile

### **REPORTING**

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher, is sent to parents **annually in July**. An opportunity for follow up parental discussion is arranged. Reports will include information regarding end of year attainment against Age Related Expectations.
- Verbal reports are given to parents **twice a year at the start of both Spring and Summer terms**.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered and relevant action taken.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

**Reporting to governors:** Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments collated by HT and Assessment lead
- Access to ASP, IDSR and LSIP pages

**Reporting to the LA/DFE:** the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1 and KS2 outcomes

**Transition:** it is important that accurate assessment information is transferred with children when they change teachers and/or school. At Archbishop Hutton's Primary School this involves:

- Teachers meeting to pass on KLIPs records and discuss individual pupils in all year groups
- EYFS teacher meeting with staff and receiving records from all EYFS settings
- Year 6 teacher meeting with Secondary teachers of receiving schools
- Records requested for pupils who enter school from other settings
- Discussions in teacher meetings about class structure and cohort splits

### **ACCURACY AND RELEVANCE**

Assessment will only be conducted by skilled staff.

To ensure this:

- CPD needs will be regularly reviewed and appropriate training provided.
- Staff new to school will be mentored by an experienced staff member to ensure to ensure they are trained in and able to deliver staff policy.
- Regular moderation events will be structured to ensure assessment remains consistent across the school.
- The assessment lead will, through cluster groups and other networking opportunities, regularly review current school practice in light of knowledge about practice in similar schools.
- The assessment lead will keep abreast of national and statutory changes and use this knowledge to ensure the school's policy reflects this.

### **SEE ALSO:**

Teaching & Learning Policy

Marking & Feedback Policy

EYFS Policy

## **ROLES AND RESPONSIBILITIES**

### **SEC (Standards and Effectiveness Committee)**

- Evaluation of impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

### **Headteacher/Assessment Lead**

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

### **Leadership Team**

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

### **Subject leaders**

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

### **Teachers**

- Operate within the assessment time frame
  - Meet or exceed the targets set for each child
  - Record and analyse pupil/ group results
  - Highlight areas to celebrate and to address ready for pupil progress meetings
  - Prepare for pupil progress meetings
  - Plan for timely intervention where needed and report impact
  - Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school