

Aspire, Believe - Together Achieve

# St Barnabas CE Primary School

## Assessment Policy

Assessment Policy

## **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 guidance**

Since the removal of 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 Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

## **3. Principles of assessment**

These principles underpin our school's Assessment for Learning policy on how we will assess all of our children throughout their learning journey at St Barnabas Primary School.

### **Principle 1 - Assessment is at the heart of teaching and learning**

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for pupils to demonstrate and review their progress.
- Assessment in a church school ensures that our Christian ethos and values are at the heart of the process.

### **Principle 2 - Assessment is fair**

- Assessment is inclusive of all abilities.
- Assessment will be purposeful and focus on the specific elements that the pupils were asked to develop during that piece of work.

### **Principle 3 - Assessment is honest**

- Assessment outcomes are conveyed in open, honest and transparent ways to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

### **Principle 4 - Assessment is ambitious**

- Assessment places achievement in context against nationally standardised criteria and expected standards (EYFS, Year 2 and Year 6). This will be developed across other year groups as the new curriculum becomes embedded.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

### **Principle 5 - Assessment is appropriate**

- The purpose of any assessment process should be clearly stated.
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

### **Principle 6 - Assessment is consistent**

- Judgements are formed according to common principles.
- A school's results are capable of comparison with other schools, both locally and nationally.
- The school will seek to work with other schools for consistency.
- Staff CPD will provide opportunities for moderation and support to ensure consistency of approach across the school

### **Principle 7 - Assessment outcomes provide meaningful and understandable information for:**

- Pupils in developing their learning.
- Parents in supporting their children with their learning.
- Teachers in planning teaching and learning.
- School leaders and governors in planning, allocating resources and tracking pupil progress.
- Government and agents of government.

### **Principle 8 - Assessment feedback inspires greater effort and a belief, that through hard work and practice, more can be achieved:**

- Pupils are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practise, children can achieve at higher level.

## **4. Assessment approaches**

At St Barnabas Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **4.1 In-school formative assessment**

Effective in-school formative assessment enables:

- **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
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Day to day formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding) as necessary and informs progress. It also enables teachers to adapt their planning of future lessons accordingly to meet the particular needs of their class.

Through day-to day formative assessment, we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- following day-to- day assessments, record and report progress to parents providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

A range of formative assessments will be used including:

- making use of rich question and answers
- Marking of pupils' work, particularly positive comments and identified next steps
- Observational assessments
- Regular short re-cap quizzes
- Discussions with children
- Checkpoint questions
- Peer marking
- Pupil conferencing

## **4.2 In-school summative assessment**

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
- **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
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including:

- 3 x yearly assessments in reading, writing and Maths
- Phonics Assessments every 6 weeks in KS1 and EYFS
- Start of topic reviews of prior learning
- Short end of topic or unit tests or tasks
- Benchmarking
- Reviews for pupils with SEN and disabilities
- Regular assessment relating to the National Curriculum age related expectations  
(Recorded for analysis 3 x yearly)
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

#### 4.3 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 standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication testing in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## **5. An inclusive approach to assessment**

**In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.**

## **6. Collecting and using data**

**At St Barnabas Primary School we have an assessment system that is robust and directly linked to key year group National Curriculum age related expectations which define the conceptual understanding, knowledge and skills that we expect all pupils to be secure in at the end of each academic year. It allows for assessing the depth of understanding of key concepts and skills as well as allowing monitoring and tracking of both the attainment and progress of each pupil across the year.**

**At each assessment point during the year each pupil is assessed against a series of key year group objectives. These assessments are used to inform pupil progress meetings, next steps in learning, future planning and targeted support and extension. Teachers will analyse their class data to identify objectives that need consolidation and adjust planning to meet their pupil's needs.**

### **Progress expectation**

We expect the vast majority of children to make 6 steps of progress across the year. The vast majority of children will be working towards achieving their end of year expectations throughout the year and are not exposed to the next year's objectives: the current year's objectives are explored in a richer and deeper manner.

### **Assessment within the Early Years**

Evidence is collected through observation and discussion and these are recorded in floor books and on the individual child's Class Dojo portfolio. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Senior Leaders within the Early Years, analyse this data termly and present to the Head Teacher and Assessment team along with governors.

## **6. Reporting to parents**

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavour to communicate well through newsletters, dojo messages, regular updates to the website, reading journals, reports, open days, parental workshops and sharing of project end outcomes.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parent's evenings are held in the autumn and spring and terms. A full report is sent to parents at the end of the year with an opportunity to discuss the report offered to those who want it. The report will cover the child's performance in all National Curriculum subjects with detailed comments given in the areas of reading, writing, maths and RE along with general comments on children's attitude to learning, behaviour and achievements. In summer term the written progress report will communicate achievement in core subjects; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths and Science. In Year 1 it will include details of the phonic screening. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG

## **7. 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 account for 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.

## **8. Training**

**In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Opportunities for in school moderation will provide opportunities to share best practice and for staff to secure their judgements. The school makes significant use of technology to assess and in order to support staff, training in the use of this will be given and reviewed annually.**

**Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.**

## **9. Roles and Responsibilities**

## **9.1 Governors**

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 all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

## **9.2 Headteacher**

The headteacher is responsible for:

- Overseeing standards of teaching/learning and assessment across the school
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Reporting the results of Statutory national tests to the school, parents and governors

## **9.2 Assessment Lead**

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching/learning and assessment
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

## **9.4 SENCO and Pupil Premium Lead**

The SENCO/PP lead is responsible for:

- Collecting data for all SEN/PP children
- Monitoring the progress of SEN/PP children

Acting on concerns about a child's progress to ensure adequate support is provided

## **9.5 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed annually by the assessment lead. At every review, the policy will be shared with the governing board.



All teaching staff are expected to read and follow this policy. The assessment lead is responsible for ensuring that the policy is followed.

The assessment lead, alongside the SLT, will monitor the effectiveness of assessment practices across the school, through:

- Planned opportunities for in school moderation
- lesson observations
- book scrutinies
- Pupil progress meetings.

## Assessment Guidelines

### Writing

- Assess children against objectives
- Complete teacher assessment on SIMS

### Maths

- Assess children against objectives
- Complete SATs tests (Y2,Y6)
- Complete teacher assessment on SIMS

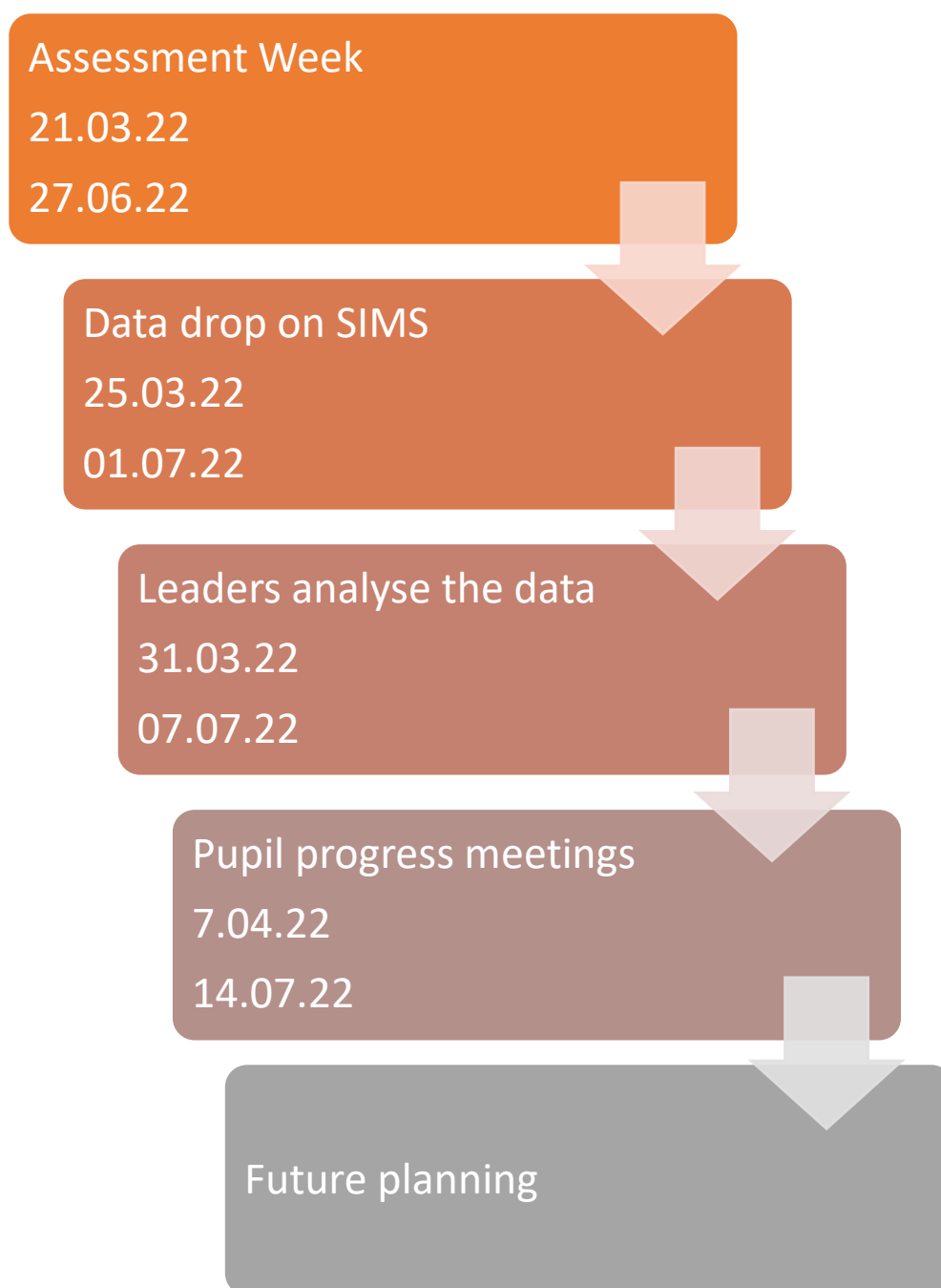
### Reading

- Complete NFER tests (Y3,Y4,Y5)
- Complete SATs tests (Y2,Y6)
- Complete phonics screening check (Y1)
- Complete teacher assessment on SIMS

#### Teacher Assessment Codes on SIMS

GDS	working at a greater depth
WA	working at the year group level
WTS	working towards the year group level
WB	working below the year group level <i>state the year group the child is working at and if they are WTS/WA the year group</i>
If working below key stage 1	Standard 1/2/3/4 – should be recorded in the 'notes' section on SIMS

## Assessment Process



<u>Statutory Assessments 2022</u>	
<u>Assessment</u>	<u>Date</u>
KS1 SATs	May 2022
KS2 SATs	w.c 9 <sup>th</sup> May 2022
Phonics Screening Check	w.c 6 <sup>th</sup> June 2022
Y4 MTC	3 week period beginning w.c 6 <sup>th</sup> June 2022

<u>Subject</u>	<u>Range of Evidence</u>	<u>Summative Assessments</u>	<u>Outcome</u>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Written answers provided in reading sessions</li> <li>• Comprehension answers provided during independent/whole class reading</li> <li>• Reading book band Level</li> <li>• Reading Records</li> </ul>	<ul style="list-style-type: none"> <li>• NFER summative tests are completed termly (Y3,Y4,Y5)</li> <li>• KS1/KS2 SATs are completed termly (Y2/Y6)</li> <li>• Phonics Screening Check for Y1 pupils</li> <li>• PM benchmarking</li> <li>• Read Write Inc Assessments</li> </ul>	<p>Summative assessment is coupled with formative assessment</p> <p>Teacher judgement is made for Reading, Writing and Maths</p> <p>WB – child is working below year group objectives</p> <p>WTS – child is working towards year group objectives</p> <p>WA – child is working at year group expectations</p> <p>GD – child is working above year group expectations</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Independent end of unit writes</li> <li>• Writing across the curriculum used as evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers assess independent pieces against writing objectives</li> </ul>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Evidence in books</li> <li>• Evidence of Big Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers assess against maths objectives</li> <li>• End of unit assessments inform teacher assessment</li> <li>• Y4 multiplication tables check</li> </ul>	

## Analysis of data

### Context of Class

Class Teacher	
Year Group	
Number in class	
How much is each child worth as a percentage?	

### Headline Data

#### Reading

	Number of children	%GD	% WA	%WT	%WB
All					
Boys					
Girls					
PP					
SEN					
PP/SEN					
EAL					

#### Writing

	Number of children	%GD	% WA	%WT	%WB
All					
Boys					
Girls					
PP					
SEN					
PP/SEN					
EAL					

#### Maths

	Number of children	%GD	% WA	%WT	%WB
All					
Boys					
Girls					
PP					
SEN					
PP/SEN					
EAL					

## Pupil Progress

**Which children are not on track to be working at or above their year group level?**

### Reading

Initials	Attendance %	Specific group <i>PP</i> <i>SEN</i> <i>EAL</i>	Reasons why	Actions <i>What can we do?</i> <i>What resources?</i> <i>By who/when</i>	Review

### Writing

Initials	Attendance %	Specific group <i>PP</i> <i>SEN</i> <i>EAL</i>	Reasons why	Actions <i>What can we do?</i> <i>What resources?</i> <i>By who/when</i>	Review

### Maths

Initials	Attendance %	Specific group <i>PP</i> <i>SEN</i> <i>EAL</i>	Reasons why	Actions <i>What can we do?</i> <i>What resources?</i> <i>By who/when</i>	Review

**Analysis of data for SEND/PP**

- Create three separate tables (as set out below) for Reading, Writing and Maths
- This should be completed after every data drop which happens 3 times per academic year
- Underneath each table, bullet point your analysis of the data (see below)

	No of PP or SEND children in class e.g. 2/25 = 8%	%GD	% WA	%WT	%WB
Nursery					
Reception					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Whole school	out of total number on roll				

Key	
GDS	working at a greater depth
WA	working at the year group level
WTS	working towards the year group level
WB	working below the year group level

### Analysing key trends in the data

All analysis should be based on factual evidence – the data.

- Compare current data to previous data – have children made progress?
- What percentage does one child represent? I.e. how significant are any percentage differences or changes?
- How does this data compare with any national measure (where available)
- Are there any in-school trends over time?
- Compare current data to ELG/KS1 data – are children on track to make the expected progress?
- Are there any significant trends in KS1/KS2/whole school data?
- What about multi-vulnerable children. How are they performing?
- Are there any noticeable gender variations?
- Are there any noticeable variations between year groups?
- What should our next steps be?
- How does this tie in to the school rapid improvement plan/school development plan?
- Have additional resources or interventions had an impact on outcomes?
- Is there any CPD that staff require?
- Are there any particular children you want to highlight as a cause for concern?
- Is attendance a concern?

