



Dove Bank Primary School

ASSESSMENT POLICY

This policy was approved by the Governing Body of Dove Bank Primary School at their meeting on.....

Signed..... Chair of Governors

1. Rationale

At Dove Bank Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned.

It is also the means by which pupils understand what they have achieved and what they need to work on.

It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

At Dove Bank, we have adopted the following key principles for assessment:

- Pupils are at the heart of assessment; any assessment needs to offer all children an opportunity to show what they know, understand and can do to improve
- Assessment should provide a view of the 'whole learner'
- Assessment is a continuous process integral to teaching and learning; it should provide information to support progression in learning through effective planning as well as information for target setting for individuals, groups and cohorts
- In order to raise standards of learning, assessment should be used to help pupils know and recognise the standards they are aiming for
- Accurate, reliable judgements about how learners are doing in relation to national standards and expectations must underpin assessment
- Data should provide the school with information to evaluate its work and set suitable targets for further improvement

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children, groups and cohorts in order to inform strategic planning, target setting and to monitor progress
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To enable the positive achievements of a child to be recognised and their next steps or 'gaps in learning' planned
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards
- To ensure that the legal requirements for record keeping, assessing and reporting are met

3. Types of assessment:

At Dove Bank Primary, we undertake two different but complimentary types of assessment: assessment for learning (formative assessment) and assessment of learning (summative assessment).

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement as it helps to create a positive learning environment where children can see the steps necessary for their own success.

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. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative assessments are used to:

- help pupils measure their knowledge and understanding against learning objectives
- enable staff to identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning and inform future planning
- enable appropriate self and peer assessment strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- give parents information about their children's strengths and weaknesses and what they need to do to improve
- 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
- provide information which can be passed on from teacher to teacher in order to track attainment as pupils progress through the school

Assessment for Learning opportunities are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work.

Assessment for Learning strategies used day-to-day at Dove Bank include:

- Working Walls
- Self and peer evaluation
- Discussion, talk and modelling
- Targets
- Marking and feedback
- Sharing learning objectives and success criteria with the children so that pupils fully understand what it is they are learning, and what they have to do in order to achieve success
- Appropriate questioning techniques and reflecting on the quality of answers given by pupils in a lesson
- Observational assessment, especially in EYFS where learning is compiled in Learning Journeys
- Regular short re-cap exercises
- Scanning work for pupil attainment and development
- Adjusting planning to meet the needs of the pupils, differentiating objectives where appropriate
- Planning timely and 'responsive' intervention/booster sessions to address gaps in learning or misconceptions

Summative Assessment - Assessment of Learning

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Nationally Standardised Summative Assessment used in school comprises of National Curriculum tests at the end of Key Stage 2 and National Curriculum Teacher Assessments at the end of Key Stage 1.

This use of summative assessment:

- provides information on how pupils are performing compared to pupils nationally
- tells parents how the school is performing
- helps teachers understand national expectations and assess their own performance
- enables school leaders and governors to judge the school's effectiveness
- allows the government to hold schools, academies and local authorities to account and measure the impact of government policy
- provides a starting point for Ofsted Inspectors' judgements about school performance

However, teachers also make 'in-school' summative judgements at the end of a unit of work, the end of a term, or at the end of an academic year, where results describe pupil performance in terms of age related expectations.

In-school summative assessments:

- provide feedback to pupils about how well they have learned or how they can continue to improve
- give parents information about their child's achievement over a period of time e.g. a term, half-year or year
- provide information about cohorts and specific groups' areas of strength and weakness to inform whole school strategic planning and target setting throughout the year
- provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Point in Time Assessment

At Dove Bank, we use the 'Point in Time Assessment (PITA)' approach to assessment as an alternative to tracking attainment and progress in a levels-like, linear fashion.

In a Point in Time Assessment, learning is assessed against what has been taught to date and pupils' achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'.

Where a pupil is deemed to be meeting expectations, their attainment is graded as 'Expected'. Pupils who have achieved more are graded as currently exceeding expectations and those attaining less will be graded as below expected to varying degrees.

Progress is measured by comparing Point in Time Assessments over time. If a pupil consistently meets expectations and continues to work at the expected standard, they are judged to be progressing at the expected rate. Where a pupil moves up a grade, this suggests that they have achieved more than expected between milestones; they have made better than expected progress. If they move down a grade, they have achieved less than was expected and so have made less than expected progress.

Teachers also use Point in Time Assessments to predict end of year and end of key stage attainment. A pupil currently meeting age related expectations in Year 3 can be thought of as 'on track' to meet age related expectations at the end of Key Stage 2. Any such future projection assumes pupils will continue to make progress against the school's expectations and is therefore closely monitored during regular Pupil Progress Meetings.

4. Our Assessment Tracking System – Otrack

We use Otrack to systematically record, track and analyse pupil progress and attainment across all age groups.

Four categories have been used to report on levels of attainment:

Attainment	Definition
GDS	<i>Pupils are working at greater depth for their year group specific National Curriculum objectives</i>
EXS	<i>Pupils are working at the expected standard for their year group specific National Curriculum objectives</i>
WTS	<i>Pupils are working towards the expected standard for their year group specific National Curriculum objectives</i>
PYG	<i>Pupils are working below the expected standard for their year group specific National Curriculum objectives. This could be objectives from any previous year group, in line with their ability</i>

‘Tracking’ Pupils’ Progress - We track pupils throughout the year to determine their attainment and their progress, and put measures in place to support those who are at risk of not meeting their targets.

Teacher Assessments are recorded throughout each term and finalised at the end of half terms 2, 4 and 6 so that the Headteacher and SLT can analyse individual, group and cohort pupil progress throughout the school.

5. Planning for Assessment

The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our creative curriculum.

The National Curriculum is used to inform our long term curriculum overview and medium term schemes of work. We use the assessment guidance in these documents to help us identify each child’s level of attainment.

Short Term lesson planning is devised with clear learning objectives, based upon the teacher’s detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child’s level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.

Teachers use focused 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.

5. Assessment and Reporting in the Foundation Stage

On entry to Reception, our pupils are assessed as a baseline. Information from this baseline ‘testing’ is recorded and used to inform planning, to predict future outcomes and to set targets. It also aids the early identification of pupils with additional or special needs.

Throughout Reception, children are assessed using the EYFS Profile and Development Matters Bands. Foundation Stage staff make on-going, detailed observations and assessments of children on a day to day

basis which are then recorded in each child's learning journey. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system.

'Observations' in the three prime and four specific areas are used to assess progress in all areas of learning and are used both to inform planning of activities and the learning environment and to provide data for end of year assessments and profile scores.

6. Assessment and Recording in Key Stage 1 and 2

Reading, Writing & Maths - All children in KS1 and 2 are assessed in reading, writing and maths at least once a term.

Reading is assessed through whole class, guided and individual reading. Teachers also use the Progress in Reading Assessment (PiRA) tests to gain an accurate reading level at the end of each academic year.

Writing is assessed using unaided writing samples completed throughout the year. The NFER Spelling Test can also be used at the end of each academic year to get a spelling age for each pupil.

Judgements for Maths assessments are derived at through a range of tasks, discussions and again, performance is judged against the National Curriculum standards. Teachers also use the Progress and Understanding in Math Assessment (PUMA) tests to gain an accurate maths level at the end of each academic year.

Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

A range of self and peer assessment strategies (dependant on the age of learners) are used to enable pupils to demonstrate their understanding, to reflect on whether success criteria have been met and to identify next steps.

Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.

A variety of other assessment tasks or 'checks' may be used from time to time as part of the assessment process to identify progress and gaps in learning. The results from these 'tests' not only inform teaching and learning, but also help subject managers to monitor the impact of new initiatives, as well as progress against specific action points within their subject.

SATs practice tests are used diagnostically throughout Y6 to inform teaching and learning.

Assessment information is inputted onto Otrack. Data is analysed and cumulative Pupil Progress Summaries are produced for each year group to record progress, identify under-achieving pupils and track progress against age related expectations and end of year targets in reading, writing and maths for individual pupils and groups.

Analysis and monitoring of performance for specific groups or individual children within cohorts is used to ensure that the school is meeting the learning needs of all pupils. This varies from year to year according to school priorities and to the characteristics of particular cohorts of pupils but could include:

- Pupils eligible for Pupil Premium funding
- Higher attaining pupils

- Pupils from ethnic minorities
- Pupils with Special Educational Needs
- Boys or Girls
- Pupils with English as an Additional Language
- Pupils who are looked after by the Local Authority
- Other 'disadvantaged' groups

Termly Pupil Progress Meetings are held with staff to share findings and to evaluate pupils' progress against targets and age related expectations and to ensure accountability. Meetings are used to inform provisions maps, planning for targeted intervention groups, individual support and whole class long-term planning and target setting.

Provision Mapping Meetings are also held with the SENCO/Inclusion Manager each term to discuss progress of pupils listed on the SEN Record, those eligible for Pupil Premium, recorded as LAC or those working at a higher ability level.

Impact of targeted intervention groups are monitored at approximately 6 weekly intervals to ensure value for money.

Analyse School Performance and LIAISE are used to ascertain an in-depth understanding of pupils' progress and attainment in order to inform subject action plans and school improvement planning. Whole-school review and self-evaluation in response to this evidence provides a basis for identifying further continuing professional development needs.

Assessment of other subjects – Attainment in other subjects is assessed at the end of each term with teachers identifying whether a pupil is working towards the expected standard, at the expected standard or exceeding the standard.

All assessment information transfers with the child to the next class, or moves with them to the next place of their education.

7. Monitoring

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.

Monitoring involves systematically building a picture of the progress that each child or group of children makes along their expected learning path.

Evidence of child progress and achievements will thus be provided by:

- Reading Age
- Spelling Age
- Teacher Assessment assessments
- Results of and regular tests, etc.
- Individual reading records: school and home
- Child's exercise books, worksheets, art work etc.
- Teacher's planning documentation and comments/annotations: long, medium and short-term
- Photographs and film of children's work and activities
- Formal end of year test results
- Key Stage National Tests for Y2 & 6

8. Standardisation/Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Dove Bank:

- Teachers meet regularly to analyse and moderate reading, writing and maths assessments against the National Standards. The format and focus of this moderation is decided on a termly basis by the Headteacher.
- Staff and Subject Managers also moderate work through planning and book looks, feeding findings back to members of staff.
- We also ensure consistency in Writing Assessment by using a range of standardisation materials to benchmark and moderate pupils in accordance with the guidance.
- Staff attend LA led sessions to ensure our judgements are in line with other schools.
- During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and Local Authority moderation.
- We participate in moderation schemes alongside other schools within the Group 24 collaborative and other learning networks, such as Forest Way Teaching School Alliance.

9. Reporting to Parents

Through our reporting mechanisms, parents' meetings and termly progress check reports, we provide parents with succinct, consistent information about the curriculum and their child's achievements in accordance with national requirements.

- Annual reports are issued to parents at the end of the Summer Term. Each report provides parents/carers with an accurate appraisal of their child's efforts and achievement over the report period. Levels of attainment, based on national age related expectations are reported. Targets for improvement are given.
- For children at the end of Key Stages 1 & 2, additional information including details of SATs results will also be provided.
- Children in Year 1 take a Phonics Screening Check in the summer term – again a report will be provided to parents which identifies whether their child is working at age-related expectations.
- Children in Year 4 take a Multiplication Check in the summer term – again a report will be provided to parents which identifies whether their child is working at age-related expectations.
- Progress Check Reports are sent to parents following the autumn and spring term parents' evenings. They provide information on a child's effort and behaviour, as well as brief comments on the term's work, and progress against curricular targets.
- Parent Consultation Evenings are offered three times a year and provide an opportunity for teachers to inform parents about their child's progress.
- Staff are also available to discuss pupil progress at the request of parent by appointment.

10. Roles and Responsibilities

Governing Body:

- Evaluation of Impact
- Hold the Headteacher to account

- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Head teacher:

- Ensuring that decisions made and agreed are carried out
- Highlighting areas for improvement and allocation of resources (staff/materials/training etc.)
- Holding staff to account through performance management and appraisal
- Ensure targets set lead to improved performance/ rise in attainment

Assessment Co-ordinator (in this case also the Headteacher):

- Formulate the school's assessment policy in consultation with the Headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the tracking data and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets
- Ensure targets set lead to improved performance/ rise in attainment

SLT:

- Monitor the performance in their team
- Monitor the performance of vulnerable groups(SENCO)
- Analyse and report on attainment and progress in their team 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 team.

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

11. Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Literacy & Maths Policies

- Equal Opportunities Policy
- SEN Policy

12. Review:

This policy is subject to annual review, as part of the school self-evaluation process.