

## Assessment Policy

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Adopted by:

Date: January 2018

Review date: January 2019

Signature of Chair of Academy Council: \_\_\_\_\_

## Introduction

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Assessment is a continuous process of recognising achievement and development. Effective assessment is essential to quality teaching and learning. It should inform the learner, the teacher and parents – providing each with a basis for further progression.

## Aims and objectives

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This policy outlines the assessment principles, and explores how they are manifested in our curriculum programme. It is a policy in development – we will continue to update it based on evolving government requirements for assessment and best practice.

- To integrate assessment into our planning and teaching to inform future learning that challenges pupils from starting points.
- To give children regular performance feedback and develop a child's contribution to, and ownership of, their learning
- To ensure that underperforming groups of children are effectively identified to allow appropriate intervention
- To benchmark the school against local and national standards
- To evaluate whole school effectiveness
- To identify whole school professional development needs
- To report clear and concise information to Teachers, Parents, Academy Council, Lime Trust Board, and the DfE

## Range of Assessment

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We assess, report and record the children's progress in many ways:

### Formative Assessment:

This is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning

We do this by marking children's work using a whole school approach that encourages an ongoing dialogue through question and feedback in which the children are supported in a self-review of their work.

The marking takes the form of:

- Verbal feedback which engages the child in constructive dialogue designed to support, encourage and challenge – see marking policy
- Written feedback which focuses on the child's success and next steps with opportunities for pupil response in green pen – see marking policy
- Assessment for Learning - The school has a commitment to AFL strategies which are used to gather pupil understanding and inform teaching
- Success Criteria / Next Steps which allow children to benchmark their own performance against national expectations

These are ongoing measures that help us diagnose the child's individual learning profile:

- a) Ongoing observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEN register
- b) Personal Learning Goals that diagnose and set targets for SEN Support children
- c) Class context meetings held at the start of the year to set up strategies and interventions for achievement
- d) Pupil progress meetings which are held twice a year and are used to review progress, strategies and intervention to ensure continued personalised learning
- e) On entry assessment of mobile pupils undertaken by class teachers/SLT to ensure immediate and appropriate provision
- f) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables etc.
- g) Reading Programmes that track progress of reading
- h) Marking and feedback (see marking policy)

### **Summative Assessment**

These are measures that register the children's learning at a certain point in time. We also use them to track the children's progress through the school:

- a) Baseline Assessment which we administer at the beginning of Nursery (school defined) & Reception (school defined) as well as for children transferring mid-year from another school. This gives us our first measure of the child's achievement and alerts us to their future needs
- b) End of term assessments which benchmark the children in reading, writing and maths. The data is added to class tracking sheets and the progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings. (E.g. Rising Stars, PIRA & PUMA.)
- c) Cognitive Ability Tests which are undertaken by children at the start of Year 2 and 6 These consist of three short online tests and give a standardised measure of cognitive ability.

### **Evaluative Assessment**

These are measures used to benchmark the school against other schools nationally, locally and in Lime Trust and to set targets for school improvement. We do this by:

- a) Key Stage 1 and Key Stage 2 end of year assessments, which measure the school against national and local standards and shows year on year achievement
- b) Foundation Stage Profiles, which assess Nursery and Reception children against the early learning goals
- c) Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2

The following grid is a sample of assessment practices across each Key Stage.

Type of Assessment	EYFS	KS1	KS2
<b>Formative</b>	Observations RWI assessments Updating O-Track Book scrutiny	Big Write target sheets Use of target sheets/ updating statements on O-Track Weekly grammar tests, spelling tests, arithmetic, tests, times table tests, and comprehension test. Regular RWI assessments Daily marking of books Book scrutiny National Curriculum Target books	Big Write target sheets Use of target sheets/ updating statements on O-Track Weekly grammar tests, spelling tests, arithmetic, tests, times table tests, and comprehension test. Daily marking of books Book scrutiny National Curriculum Target books
<b>Summative</b>	Baseline assessments	Rising Stars testing termly Year 2 Practice SATS papers Phonics Screening tests in Year 1 Year 2 SATS Schofield & Sims	Rising Stars testing termly CGP testing (Year 5 and 6) SATS Practice papers (Year 5 and 6) Year 6 SATS Schofield & Sims
<b>Diagnostic</b>		Schonell spelling age assessments York reading age assessments Sandwell maths age assessments Rapid lucid screening	Schonell spelling age assessments York reading age assessments Sandwell maths age assessments Rapid lucid screening

## Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment.

- A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year
- Children’s exercise books should always be kept according to relevant policies such as presentation, handwriting and marking
- Class teachers keep all assessments for the current year. At the end of the year SLT make arrangements for the assessments to be passed on to the next teacher or another relevant body, and facilitate pupil handover meetings

All data is kept on O-Track and saved via the cloud based server.

- A review is written after each data collection point (Autumn, Spring and Summer) and details the progress of key groups, classes and year groups and makes recommendation on moving forward for whole school, individual year groups and children. These reviews are shared with the academy councils.
- National Curriculum statement book are held by the class teacher and shared with parents regularly
- Pupil Progress reviews produce class context documentation every term

## **Inclusion**

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### **SEND**

Children on the SEND register are fully included in assessment and all their assessments are in line with whole class assessments.

All pupils with an Educational Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which outlines which additional provisions they will receive, when and by whom.

The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers general knowledge of the child and is also shared in discussion with the child.

There is further assessment documentation for SEN pupils. All SEN documentation is kept by the inclusion manager. Children who are identified as SEND must be identified within class, cohort or whole school data returns.

### **EAL**

Pupils who are EAL benefit from a wide range of AFL strategies in place and where possible, assessments are undertaken in line with whole class assessments. EAL learners may be identified within class, cohort or whole school data; this is often pertinent to the schools contextual EAL make-up. Children who are identified as EAL must be identified within class, cohort or whole school data returns.

### **Disadvantaged**

Disadvantaged children are defined as pupils who are eligible for FSM in the last 6 years and have been LAC for 1 day or more.

Pupils benefit from a wide range of strategies in place and where possible, assessments are undertaken in line with whole class assessments. Children who are identified as disadvantaged must be identified within class, cohort or whole school data returns.

### **Greater Depth**

The 2014 National Curriculum states that “the expectation is that the majority of pupils will move through the programmes of study at “broadly the same pace” and that “pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content”. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application. We identify these children as working at the Secure + (plus) band and this is sometimes referred to as ‘Mastery’. Children who are identified as working at Greater Depth must be identified within class, cohort or whole school data returns.

	Autumn 1, Spring 1, Summer 1	Autumn 2, Spring 2, Summer 2
<b>Part 1</b>	Summative Assessments for pupils complete	Targeted improvement points actioned by Head of Year/Class teachers
<b>Part 2</b>	Teacher Assessment & Moderation. Input & Preparation of data to SLT	Targeted improvement points actioned by Head of Year/Class teachers
<b>Part 3</b>	Pupil Progress Reviews for every year group	Targeted improvement points actioned by Head of Year/Class teachers
<b>Part 4</b>	Targeted improvement points actioned by Head of Year/Class teachers	Pupil Progress Reviews for every year group – use of live data.
<b>Half Termly</b>	Moderation. Senior Leadership Monitoring. Pupil progress or informal progress.	
<b>Termly</b>	Headteacher Dashboard report to Academy Councils. SEA visit. Assessment Calendar review	
<b>Annually</b>	End of Key Stage Data reported to Local Authority/DfE. Assessment calendar update for following year.	

## The Assessment Calendar

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To ensure that this policy is consistently applied across all Lime Trust schools, each key date of the cycle is entered into the Office 365 electronic 'Lime Trust Assessment and Monitoring Calendar'. This enables all members of staff easy and immediate access to each part of the cycle, ensuring that deadlines are adhered to and information is shared with each school's SLT in a timely manner.

The calendar is shared in such a way that there is seamless integration between users' email accounts, which are used daily, and the assessment calendar itself. This calendar is updated immediately and shared again in real time where the need arises.

It is therefore imperative that all staff keep regular check of the schools assessment and monitoring calendar.

### **Rising Stars Assessments**

These summative assessments provide comprehensive information on each individual pupil, including a standardised score and a maths/reading age. The tests also allow for monitoring small increments of progress.

These assessments are taken at the end of each term, as they are designed as a tool to assess the curriculum content that has been taught termly.

### **CGP**

The format and pitch of the CGP assessments are designed to closely reflect that of the SATS. These tests are taken in the each term in order to allow for gap analysis, and subsequently targeted planning and intervention.

### **CATS**

The cognitive ability test provides a robust standardised measure of cognitive reasoning ability, without reference to curriculum-based material. These assessments give an insight into a child's strengths, allowing the teacher to address patterns and adapt teaching methods to suit individual and group needs.

### **Read Write Inc**

The RWInc phonic assessment happens every 6-7 weeks. The purpose is to assess children on their understanding of their phoneme-grapheme correspondence as well as their fluency in reading and their understanding of texts. This allows us to group children according to their ability in reading.