



## Ashton St. Peter's Church of England Voluntary Aided Primary School

### Assessment Policy

Ratified in November 2018

Update in November 2019

#### Rationale

Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined National criteria.

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual and/or group needs.

Its process is a core part of our whole teaching and learning programme.

#### National Association of Headteachers (NAHT) Principles for Assessment (P6A)

In February 2014, the NAHT designed the following principles to assist schools in developing their own assessment systems. It is expected that every school's assessment systems will be underpinned by these principles and that this will ensure they are fit for purpose. Therefore, the staff and governors have adopted these principles and have designed this Assessment, Recording and Reporting Policy to reflect them accordingly.

| <b>NAHT - For Leaders, For Learners<br/>Underpinning Principles for Assessment</b>                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1. Assessment is at the heart of teaching and learning.<br>Assessment provides evidence to guide teaching and learning (P1A).<br>Assessment provides the opportunity for students to demonstrate and review their progress (P1B). |
| P2. Assessment is fair.<br>Assessment is inclusive of all abilities (P2A).<br>Assessment is free from bias towards factors that are not relevant to what the assessment attends to address (P2B)                                   |
| P3. Assessment is honest.<br>Assessment outcomes are used in ways that minimise undesirable effects (P3A).<br>Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning ( P3B). |

Assessment judgements are moderated by experienced professionals to ensure their accuracy (P3C).

P4. Assessment is ambitious.

Assessment places achievement in context against nationally standardised criteria and expected standards (P4A).

Assessment embodies, through objective criteria, a pathway of progress and development for every child (P4B).

Assessment objectives set high expectations for learners (P4C).

P5. Assessment is appropriate.

The purpose of any assessment process should be clearly stated (P5A).

Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information) (P5B).

Assessment should draw on a wide range of evidence to provide a complete picture of student achievement (P5C).

Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning (P5D).

P6. Assessment is consistent.

Judgements are formed according to common principles (P6A).

The results are readily understandable by third parties (P6B).

A school's results are capable of comparison with other schools, both locally and nationally (P6C).

P7. Assessment outcomes provide meaningful and understandable information for:

Pupils in developing their learning (P7A);

Parents in supporting children with their learning (P7B);

Teachers in planning teaching and learning (P7C).

P8. Assessment must provide information that justifies the time spent to:

School leaders and governors in planning and allocating resources (P8A);

Government and agents of government (P8B).

P9. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## Aims

**Our aims in assessing children are:**

- To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children (P1A)
- To ensure continuity and progression for children's learning within and across year groups (P1A)
- To enable the school to benchmark the quality of its provision against that of other schools locally and nationally (P4A)
- To provide parents/carers with the information they need about their child's learning in order that they can support them effectively at home (P7B)
- To provide information for governors, the LA, Ofsted, future schools, other outside agencies and anyone else who supports the child's learning (P8A/P8B)

- To enable teachers and children to celebrate individual strengths and achievements but not to confirm failure (P9)
- To identify individual needs and set appropriately challenging targets for future learning (P4C)
- To enable school staff to check on and support on-going improvement in teaching standards and pupil achievement to ensure good value for money across all areas of teaching and learning (P8A/P9)

**Assessment should be:**

- part of everyday teaching
- realistic and manageable
- a continuous process
- achieved by a cumulative process
- carried out in a familiar and supportive environment so that the child can provide the best evidence of what he/she can do
- planned for across the curriculum and throughout the year
- carried out, formally and informally, through observation, discussion, work sampling, specifically designed activities at planned times during the year, Early Years Foundation Stage Profile and Statutory tests / tasks at the end of Key Stages
- recorded on internally agreed formats
- shared with the children and parents as appropriate

**Record keeping should:**

- be based on a variety of evidence
- be consistent throughout the school
- be easy to interpret
- be manageable
- be on-going
- help when reporting to parents
- inform the planning of future work
- inform the next teacher and/or school
- aid target setting - particularly for those with 'Support Plans'

There are two forms of assessment, formative and summative.

**Formative Assessment (assessment for learning) (P1A)**

Formative assessment takes place on a daily basis.

**Learning Objectives**

- Teaching staff share with the children an explicit learning question with success criteria, at the beginning of each lesson.

**Success Criteria**

- In order for the children to achieve the learning question a clear set of success criteria, often led by the children, is shared.

- These will then be used as a framework for assessment, feedback, marking and as a point of reference for the plenary.
- Children should be encouraged to use the success criteria to evaluate their own work.

### Effective Questioning

- In order for teaching staff to assess children's understanding effective questioning is vital.
- A range of questions, including open questions, need to be used and children need to be given 'thinking time' before putting their hand up.

### Effective Feedback

- Feedback needs to link back to the learning objective of the task and needs to lead to improvement
- It can be offered in a variety of ways e.g. teacher to child, self assessment or peer assessment
- Feedback can be written or oral, as appropriate to the age of the child.
- "Top Tips"/"Next Steps"/"2 stars and a wish..." are used for children to make progress in the next lesson. (See Marking Policy)

### **Summative Assessment - Assessment of Learning (P5B/P6/P6B/P6C)**

Summative Assessment (assessment of learning) involves judging pupils' achievements against national standards (P4A). Teachers may make these judgements half termly, at the end of a year or of a key stage; in some year groups these judgements are derived using formal tests, including SATs tests.

Assessments are passed from Foundation Stage to Key Stage One. For children not reaching expected levels, the Foundation Stage Profile continues into Year 1 then P levels are used in terms 2 and 3 in Year 1 and throughout Year 2.

Teachers are accountable for using assessment data given to them to plan for progression.

### **Key Stage One**

In KS1 reading, writing, maths and science are assessed using school-based assessments regularly/half termly (see 'Assessment Cycle' for each Year Group). At the end of each year accurate assessment information is passed onto the next teacher/Headteacher/subject leader. Evidence from these assessments is used to track progress from the Foundation stage to Year 1 then to Year 2. Assessments are made at the end of Year 2 using evidence from collected data and KS1 SATs.

### **Key Stage Two**

In KS2 reading, writing, maths and science are assessed using school-based assessments regularly/half termly (see 'Assessment Cycle' for each Year Group). At the end of each year pupils are assessed using evidence from collected data, relevant tests and KS2 SATs.

## Pupil Tracking (P3/P3A/P9) and Target Setting (P4)

It is our policy to track the progress of individual pupils. Individual pupil targets are set at the beginning of the academic year through discussions between the headteacher, current and previous teacher. These targets drive the teaching, assessment and close tracking and monitoring to ensure that they are successfully met or exceeded.

Assessment information/data in reading, writing, maths and science will be uploaded half termly onto the Integris G2 tracking program by class teachers when the G2 is complete. In the interim, end of term assessments will be uploaded and at half term, the school tracking document will be used based on TA in line with areas marked and dated on the individual pupil Year Sheets in the front of core books. Half termly meetings are held between class teachers and the headteacher to discuss individual pupil's progress and arrangements are made to support children making insufficient progress. Teaching Staff are accountable for ensuring Assessment Files and the Year Sheets in the front of core books, are kept accurately up-to-date. The Senior Leadership Team monitors these to ensure consistency in recording.

Our tracking system enables us to:

- Make a judgement on how well each cohort or specific groups of pupils are doing in maths, reading, writing and science.
- Identify pupils who are not making enough progress and may need intervention.
- Identify pupils who may need to be challenged more and added to our gifted and talented register.
- Evaluate existing provision for specific groups or individuals pupils.
- Set targets to monitor suitable progress

The progress of pupils is tracked through regular assessment both formative and summative

### Assessing Pupil Progress

- National Curriculum learning objectives (Year Sheets) for the appropriate year groups are inside the pupils English, Maths and Science books
- National Curriculum learning objectives for the appropriate year groups in Reading are stored separately on our Guided Reading Clip Boards
- If a child shows the necessary skills in a discrete lesson, their success is recorded on the 'Year Sheet' using the date to enable easy tracking
- 'Year Sheets' communicate to pupils their success and next steps in their learning
- 'Year Sheets' are used by the class teacher to record and measure progress against the National Curriculum objectives
- At the end of each half term the 'Key Performance Indicators'(KPIs) are extracted from our 'Progress Overview Sheet' and recorded on the G2 Tracking System

At the end of the Year, if a child achieves all that is required in the assessment document for their particular year group (Year Sheets), they are deemed to be working at the 'expected' level; the grid below demonstrates how children will be assessed if they are working well below, below, above or well above the 'expected' level:

| End of Reception | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    | Year 6    |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 0.0 (1:EYFS)     | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 0.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 0.4 (2:EYFS)     | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 0.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 0.8 (3:EYFS)     | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 1.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 1.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 1.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 1.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 1.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 2.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 2.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 2.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 2.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 2.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 3.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 3.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 3.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 3.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 3.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 4.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 4.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 4.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 4.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 4.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 5.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 5.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 5.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 5.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 5.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |
| 6.0              | Embarking | Embarking | Embarking | Embarking | Embarking | Embarking |
| 6.2              | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  | Emerging  |
| 6.4              | Expected  | Expected  | Expected  | Expected  | Expected  | Expected  |
| 6.6              | Embedding | Embedding | Embedding | Embedding | Embedding | Embedding |
| 6.8              | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding | Exceeding |

### In line with the G2 data programme;

- The data linked to the KPIs for each element of learning, is entered onto the G2 and the programme determines the level at which the child is currently working.
- This will be as either an 'embarking' level, an 'emerging' level, an 'expected' level, an 'embedding' level or an 'exceeding' level.
- If a child is working on a 'Year Sheet' below their chronological age, then a teacher judgement will be made based upon the evidence within the child's books and any tests completed.
- If a child is deemed to be working at an 'embedding' level, they will be starting to use their skills in independent work. If they are deemed to be working at an 'exceeding' level, they will be using their skills consistently in independent work across the curriculum. This will be recorded on the relevant 'Year Sheet' (areas of learning will be highlighted to indicate 'embedding' and starred to indicate 'exceeding').
- Children do not automatically move onto a new 'Year Sheet' at the beginning of a new school year (see table below)

The end of year assessments will inform the starting point for each child as they move into the next year group.

| Example; children at the end of Year 1 |                                                  |                                                |
|----------------------------------------|--------------------------------------------------|------------------------------------------------|
| Attainment Level                       | Assessment Stages at the end of the current Year | Assessment Stages at the start of the new Year |
| Well Below                             | Year 1 'embarking' (1.0)                         | Year 1 'emerging' (1.0)                        |
| Below                                  | Year 1 'emerging' (1.2)                          | Year 1 'expected' (1.2)                        |
| Expected                               | Year 1 'expected' (1.4)                          | Year 2 'embarking' (2.0)                       |
| Above                                  | Year 1 'embedding' (1.6)                         | Year 2 'emerging' (2.0)                        |
| Well Above                             | Year 1 'exceeding' (1.8)                         | Year 2 'expected' (2.2)                        |

### Assessment Procedures within the Early Years Foundation Stage

Within Early Years we use the E-Profile Assessment Tool to track individual progress throughout the year. In addition, the team highlight 'The Development Matters' document for each child half termly. This then informs the in-house tracking sheet and in turn, the E-Profile Assessment Tool.

In Reception, each member of the team is responsible for monitoring the progress of the children in their group but overall monitoring is the responsibility of the teacher.

In-house Baseline assessments are implemented within the first few weeks of the Autumn Term and are linked to the 'Development Matters Framework'. Additional observations are implemented alongside the Baseline assessments and any additional information given to us from parents/carers and the child's previous settings are also taken into account. During the Summer Term prior to the children starting in Reception, the team visit feeding nursery settings and home visits take place during the first week of the Autumn Term.

Regular observations and assessments are made in order to track children's learning and inform future planning. The Early Years staff make effective use of planned and unplanned observations that lead to assessments of the children's needs and achievements in all curriculum areas.

Staff then use the formative assessments gathered throughout each child's time in Reception to inform their summative assessment each half term and then on exit. At the end of the year evidence gathered through a range of sources, along with teacher judgements, determine whether an individual child has achieved a 'Good Level of Development'. This is the expected standard for a child exiting the Early Years. Evidence is also used to confirm whether a child is working within their 'age related expectations'. This may not mean that they have achieved a 'Good Level of Development' at this stage. These assessments are used as the baseline for the children when they begin in Year 1.

There is an annual Reception Class 'Assessment Cycle' in place.

The class teacher and the headteacher meet half termly to discuss individual children's progress and attainment. At the end of the academic year the Reception class teacher meets with the Year 1 teacher to discuss individual children.

### **Feedback and next steps in learning**

Consistent and accurate feedback to children enables them to take action in their learning and move forward. This is actioned through a range of strategies;

#### **Conferencing**

- One to one conferencing with a teacher or a teaching assistant takes place as appropriate

#### **Marking and Feedback**

- Children's work is marked regularly with written feedback as appropriate linked to the child's age/reading ability
- Children are given time to respond to marking

#### **Peer and Self-Assessment**

- A range of strategies are used consistently within all ages groups

Further details can be found in our 'Marking and Feedback Policy'

## **Reporting to Parents**

- We have an 'open door' policy and parents are welcome to speak to teachers or the headteacher as required
- Three formal parent consultation opportunities take place in the Autumn, Spring and Summer Terms
- 'Look at our Learning' sessions take place alternate half terms
- At the end of the academic year parents receive a formal written report
- Additional opportunities are provided throughout the year for parents to celebrate their child's achievements, for example 'Art Gallery'

## **Moderation**

In order to ensure accuracy and consistency in assessment, the teaching staff (including the Early Years Team) participate in a range of moderation activities. These include;

- In-house moderation during staff meetings
- Moderation with other local schools
- Moderation training and events organised by Central Bedfordshire Council
- Central Bedfordshire Council moderation visits
- The Early Years Team use the exemplification file within the Profile Handbook for the Early Years Foundation, as an integral part of the moderation process

## **Review Procedures**

The School's policy will be reviewed when:

- Annually November 2019
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:  
Chair of Governors

Date: November 2018