

# ASSESSMENT POLICY



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# Aims

This policy aims to:

- Support school improvement and the raising of standards of achievement and attainment for all of our learners.
- Provide clear guidelines on our approach to formative and summative assessment in order to:
  - Develop effective, efficient and consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child
  - 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
  - Ensure reports, based on records, will give accurate and meaningful information

## 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 (Learner Information) (England) Regulations 2005: schedule 1.

## Assessment Principles

### Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for learners to demonstrate and review their progress

### Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

### Assessment is honest

- Assessment outcomes are used in ways that minimise undesirable effects

- Assessment outcomes are conveyed in an open, honest and transparent way to assist learners with their learning
- Assessment judgements are moderated by experienced professionals to ensure their accuracy

#### **Assessment is ambitious**

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development for every learner
- Assessment objectives set high expectations for learners

#### **Assessment is appropriate**

- The purpose of any assessment process should be clearly stated
- Conclusions regarding learner achievement are valid when the assessment method is appropriate – to stage, task and to the desired feedback information
- Assessment should draw a wide range of evidence to provide a complete picture of learner achievement
- Assessment should demand no more procedures or records than are practically required to allow learners, teachers and parents to plan future learning

#### **Assessment is consistent**

- Judgements are informed according to common principles
- The results are easily understood by third parties
- Results are easily comparable with other schools, both locally and nationally

#### **Assessment outcomes provide meaningful and understandable information for**

- Learners in developing their learning
- Teachers in planning teaching and learning
- Parents in supporting learners with their learning
- School leaders and governors in planning and allocating resources
- Government and agents of government

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

## **Assessment: Approaches and Methods**

Assessment is an integral part of teaching and learning and is inextricably linked to our curriculum. It helps us to ensure that our teaching is appropriate.

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

## In-school Formative Assessment

Effective in-school formative assessment enables:

- Teachers to identify how learners are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons to meet learner's next steps in their learning journey.
- Learners to measure their knowledge and understanding against learning objectives, and identify the next steps in their learning; and receive feedback about progress
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what the next steps are in their learning

Formative assessment is used to continually review learning and next steps. It involves teachers and TA's giving feedback to learners that relates to what they have achieved and the next steps in learning.

Staff working with learners working within the Development Matters framework, use observations to make formative assessments of learners, and record Statements are assessed to plan next steps in learners learning journeys. Staff who work with these learners work collaboratively to assess children, gather evidence and plan next steps. Photos are kept to track assessment of learners in OneNote.

Each topic starts with a pre-assessment task at the start of the unit of work; this is stuck in learner's books or if learners are working at pre-National Curriculum. The unit learning intentions, that are derived using the assessment information gathered from the pre-assessment task and the progress ladders, are then stuck in books or recorded in planning documents if working pre-National Curriculum. Personal targets will also be added if relevant. Learning intentions and personal targets are annotated as the unit of work progresses, showing what has been achieved.

Research shows (Education Endowment 2018) that feedback is a powerful tool and is an essential part of teaching and learning and assessment. (Please see Marking & feedback Policy for further information.)

## In-school Summative Assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of learner cohorts, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment. Through working with other schools, we will compare our performance with that of others.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching and how we can improve.
- Learners 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 further improve.

- Parents to stay informed about the achievement, progress and wider outcomes of their learner across a period.

We assess learners against assessment criteria which are discrete, qualitative and concrete descriptions of what a learner is expected to know and be able to do.

Assessment criteria are derived from the school curriculum which is derived from the National Curriculum and organised into a thematic approach up to the end of year 7, where subjects then become much more discrete and focused on next steps in learner's education journeys utilising the secondary phase of the National Curriculum as well as including a focus on formal accreditations to ensure a meeting of learner aspirations.

Assessment for periodic assessment are arranged into a hierarchy, setting out what children are expected to achieve at the end of each stage, which is recorded as a colour. These relate to a year group expectations and are colour coded in order to ensure progress can be seen although learners may not be working at the age-related expectation. These criteria take account of formal accreditations to ensure learners are prepared.

The achievement of each learner is assessed at each stage or colour as emerging, developing or secure; with a plus at each stage to reflect movement within one phase; allowing for small steps of progress to be seen.

For learners working within Development Matters, assessment steps are broken into smaller steps to ensure progress can be documented for the most complex learners.

Assessment judgements are recorded and backed by evidence created using observations, records of work and testing.

Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Assessment is an essential ingredient of effective teaching and learning. (See appendices for further clarity.)

## Tracking Progress

We are aspirational for our learners and as such set targets for the end of year both with regard to EHCP targets, reading, writing and maths.

We use the National Curriculum year group expectations to track progress; each year group is broken into 9 steps of progress. This is to take account of the small steps of progress that our learners achieve.

### National Curriculum Stage:

The National Curriculum stage a learner is working at is indicated by the letter Y followed by a stage. This equates to a year within the national curriculum.

There are 9 sub-levels within each stage: E-, E, E+, D-, D, D+ S-, S, S+

E = **Emerging**: starting to demonstrate the skills and knowledge for the stage, requiring high levels of support.

D = **Developing**: working towards the skills and knowledge for the stage, with growing independence.

S = **Secure**: confidently demonstrates the skills and knowledge for the stage.

For example, Y3S indicates a learner is working at National Curriculum Year 3 and is secure in that year group knowledge.

Learners may be working within a National Curriculum year group expectations other than their chronological age. Our learners are taught at the stage they're working at.

As we have a range of learners with a variety of needs, we have end of year progress expectations for the range of learners. These provide the base expectation but may fluctuate in discussion through progress review meetings with a clear rationale identified.

Learner Pathway	Complex	PfA Sensory	PfA	Online Learners	BTEC	GCSE
Expected Point Progress	1	3	4	2	6	9
Example	1S - 1S+	1S - 2E	1S - 2E+	1S - 2E-	1S-2D	1S -2S

Each term we track progress towards the end of year target that has been set. This is shown through the use of colour coding.

Reading, Writing & Maths Targets	EHCP Targets
<b>Emerging Progress:</b> Over the last term, small steps of progress have been made towards the end of year target.	<b>Emerging Target:</b> Not present or only beginning to emerge. This may be due to an updated/new target being set. High level of prompt or support.
<b>Developing Progress:</b> Over the last term, some measurable progress has been made towards the end of year target.	<b>Developing Target:</b> Evidence of progress. Lower level of prompt or support.
<b>Secure Progress:</b> Over the last term, expected progress has been made towards the end of year target. They are on track to achieve their end of year target.	<b>Secure Target:</b> Target achieved. Is used frequently and maintained over time. Mostly independently/spontaneous, only occasional reminders/prompts.
	<b>Embedded Target:</b> Consistently used and applied within the range of settings/context and with a range of people. Independent and unprompted.

## Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of learner cohorts, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Learners and parents to understand how learners are performing in comparison to learners nationally

Nationally standardised summative assessments include:

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

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4 and other post-16 qualifications in Key Stage 5. (Please see Exams policies for further information.) As a school we only participate in assessments if they can be accessed and are appropriate for the learner.

## Collecting and Using Data including Review of Progress

Data is collected on the Progress Review document which holds the annual data for a class which clearly indicates the starting point for learners and the end of year target. These are put into context with teacher comments as well as highlighting what interventions have been used or required. This is a working document that is used by teachers as a record of progress and any need for further support or intervention.

Data is collected for Reading, Writing, Math's and progress towards all EHCP targets for all learners. When learners are taught by a specialist teacher or intervention is provided data is also recorded on the Progress Review document.

Data from here is recorded in the school's data management system, currently Arbor. Data is not input by teachers in order that teacher workload is kept to a minimum. Data can then be interrogated and analysed to identify trends as a whole school, classes and groups. This is in order to support learners' next steps in their learning as well as identify areas for school improvement.

Learners who undertake formal accreditation have their results recorded on the school system input by the exams coordinator.

Progress Review Meetings between teachers and a member of SLT, these take place frequently so that progress can be discussed and any interventions or barriers are overcome. Teachers are expected to discuss learner progress and next steps as well as different strategies to utilise to support learner progress or highlight the need for therapies or intervention provided by other members of staff.

## Reporting to Parents

Reporting to parents is focused on learner's achievements and next steps.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, impact of provision as well as highlighting strengths and next steps
- Comments on general progress

Formal accreditations are acknowledged separately as they take place at different times throughout the year, not only when reports are written.

## Training

Our school regularly revisits assessment practices. We also hold moderation meetings to review accuracy of assessment which include teachers.

A member of the leadership team is responsible for assessment, ensuring that good practice and national developments are shared and acted upon as required.

Progress Review meetings also include an element of review of assessment as teachers bring evidence of assessment to the meeting.

## Roles and Responsibilities

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

### Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects as well as progress towards EHCP targets
- Analysing learner progress and attainment, including individual learners and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of learner progress and attainment, including current standards and trends over previous years

### Teachers

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

## Monitoring

This policy will be reviewed bi-annually by a member of SLT. At every review, the policy will be shared with the governors.

All relevant staff are expected to read and follow this policy.

SLT Progress will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations, book and observation scrutinies, Progress Review Meeting, learning walks.

### Links with other policies

This assessment policy is linked to:

- Curriculum
- Teaching and Learning
- Marking & Feedback
- Exam Policies

