



## Assessment Policy

### **Aim of the Academy**

To provide unique and enriching opportunities for all.

Ten Principles of Assessment that are recognised and valued.

Assessment:

- Is part of effective learning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment
- Recognises all educational achievement

(Assessment Reform Group 2002)

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate ongoing improvement.

The national curriculum is founded on the principle that teachers should ensure pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning. Assessment allows teachers to become much better informed about pupils' understanding of concepts and ideas and can build a more accurate picture of their individual needs

This is particularly beneficial for pupils with special educational needs. It leads to much more focused approach where early intervention can be provided promptly to address any concerns about pupils' progress.

## **Formative Assessment**

The primary purposes of day-to-day in-school formative assessment.

### **For pupils:**

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

### **For parents:**

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's learning.

### **For teachers:**

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers 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 as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

### **For school leaders:**

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.#

### **For the Government:**

The Government does not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

### **For Ofsted:**

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

Assessment including marking, feedback, observations, questioning and discussion. This also includes providing clear learning objectives and success criteria for children and teachers to assess against every lesson.

## **Nationally Standardised Summative Assessments**

**Summative assessments** consist of;

- Early Years Foundation Stage Profile – Year R
- The phonics screen check – Year 1
- Key Stage 1 SATs – Year 2
- Key Stage 2 SATs – Year 6

### **The primary purposes of nationally standardised summative assessment**

#### **For pupils and parents:**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

#### **For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

#### **For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

#### **For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

#### **For the Government:**

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

#### **For Ofsted:**

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

#### **In school Summative assessment**

It is unrealistic to expect to be able to measure pupils' progress over a short term. Therefore it is usually not necessary to conduct and record local summative assessment for monitoring progress more than once a term.

Termly PIRA (progress in Reading assessment) and PUMA (progress in understanding Maths assessment) – assessments from Hodder Education that are carried out to provide summative assessment at the end of each term. It provides teachers with an age standardised score so teachers can see how children are attaining throughout the year. The score system is below –

- Mean – 100
- Expected – 85-115
- Emerging – 70 -85
- Exceeding– 115 – 130

The summative assessment will provide teachers with information they can use to monitor and support pupils' progress, attainment and wider outcomes.

### **The primary purposes of in-school summative assessment**

#### **For pupils:**

Local summative assessment provides pupils with information about 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 continue to improve.

#### **For parents:**

Local summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

#### **For teachers:**

Local summative assessment enables teachers 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 help teachers to plan for subsequent teaching and learning.

#### **For school leaders:**

Local summative assessment enables school leaders 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.

#### **For the Government:**

The Government does not have a role in local summative assessment.

#### **For Ofsted:**

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

### **Teacher Assessment**

The list of NC curriculum objectives in order of year are recorded in the school's Management Information System. Each term, the terminology of working towards, emerging, expected and exceeding is used to judge achievement against the descriptors for each year group.

### **Base-lining**

The school has very clear base-lining procedures in place at the beginning of each year using PIRA (progress in Reading assessment) and PUMA (progress in understanding Maths assessment) tests. This school will also continue to baseline at the beginning of each unit of work (Talk for Writing cold task and hot task and pre and post assessments at the beginning and the end of Maths units.)

### **Writing Assessments**

Teachers carry out weekly writing assessments where pieces of work will be marked in depth each week. Teachers assess using the school assessment sheet which includes the National Curriculum objectives for each year group. This will inform future planning to enable children to make rapid and sustained progress. Pieces of independent writing is filed in books which will then go up to the next year group with the child.

### **Overall Teacher Assessment**

When making a judgement about a child's attainment their test scores and teacher assessment will be taken into consideration and an overall judgement will be made.

### **Arrangements for the governance, management and evaluation of assessment**

The Deputy Head with responsibility for all of the assessment arrangements will also be responsible for maintaining the assessment policy and reviewing or updating it as necessary. The policy will be shared with all members of staff and Governors through teacher training and Governor information meetings, scheduled throughout the year. Thorough monitoring of the practice at all levels will be carried out throughout the academic year. It will be undertaken by Senior Leaders, Governors responsible, external challenge partners and the Department for Education as well as Ofsted. All levels from internal assessment and feedback to formal nationally standardised summative assessment will be reviewed. Regular review of classroom practice, the quality of marking, standardisation of summative internal assessments, cross school moderation within the local authority will be used to inform leaders that the policy is being referred and adhered to.

The policy will review its effectiveness annually and make relevant and necessary changes in the light of government directives and refinements.

### **Accountability**

- Member of staff responsible for ensuring the assessment policy is maintained and followed.  
Deputy Head teacher responsible for assessment.
- The Senior Leadership Team under the leadership of the Head teacher is responsible for monitoring the effectiveness of assessment practices in the school.
- Policy evaluation will apply evaluation principles and methods to examine the content, implementation and impact (all completed after each review of the assessment practice)

- Internal and external moderation will be carried out at least termly. Information gathered will be used to review practice and policy
- Data is collected termly and used as part of teacher training the SEF and AIP.

**How assessment outcomes will be collected and used.**

All data which is used as part of the tracking of pupil achievement is done so through SIMS.

Teachers and leaders submit the information within a data drop window which is reviewed through a process known as pupil progress meetings held with the senior line managers.

Assessment information will be shared with parents for the purposes of constructive dialogue to support home learning and identify skills and aptitudes which are yet to be mastered. The information will be communicated through a termly report which is in the form of a paper copy. All internal information is shared through SIMS, Data shared with staff and the wider Governors will be done so in the most effective format for the audience either through IT or paper copies. The majority of information will be shared with pupils to aid their understanding of what they need to do to progress. Some data will go to the Government and some may be used for evaluating teacher and school performance.

The assessment policy has used the following academic articles and research to inform best practice.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2004). Working Inside the Black Box: Assessment for Learning in the Classroom. Phi Delta Kappan, 86 (1), 9-21.

William, D., (2014). Redesigning Schooling: Principled assessment design, SSAT (The Schools Network) Ltd.

Education Endowment Foundation teacher toolkit. Available on the EEF website:

Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003). Assessment for Learning: Putting it into Practice. Berkshire: Open University Press.

Assessment Reform Group (ARG) (2002). Assessment for Learning: 10 Principles. Available on the Assessment Reform Group website: [www.assessment-reform-group.org.uk](http://www.assessment-reform-group.org.uk).

Hattie, J. & Timperley, H. (2007) 'The Power of Feedback', Review of Educational Research, 77, 1, pp. 81-112.

Wiliam, D. (2011) Embedded formative assessment. Bloomington IN: Solution-Tree.

(2014) NAHT Commission on Assessment. NAHT

**Review Date: May 2017**

**Ratified Date: May 2017**

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**Date of next Review: May 2018**