

Heathfield Schools' Partnership

Assessment Principles and Policy

OVERVIEW

The removal of attainment targets and levels and the introduction of an Assessment without Levels system (AWL) provided the schools with an opportunity to challenge and improve their assessment systems and to build greater expertise in assessment. We believe that changing the culture of levels is an important factor in the successful implementation of the new National Curriculum. The AWL system reflects the schools' curriculum and will continue raise standards by enriching learning and pupil motivation and will enable teachers to grow professionally (reference Final Report of the Commission on Assessment without Levels).

PRINCIPLES

Assessment is an integral part of teaching and is fundamental to ensuring that every child makes progress in their academic development. It should therefore be:

- Purposeful, appropriate and informative.
- Supportive of high expectations of attainment and progress for all learners based on their starting points.
- Embedded into day to day classroom practice.
- Based on criteria derived from the school and National curriculum.
- Clear, reliable and free from bias.
- Supported by robust and transparent moderation systems.

OBJECTIVES

- To ensure that every child makes progress in their academic development.
- To ensure that there is a consistent approach to monitoring, assessment and record keeping.
- To provide information about progress that is shared with children, reported to parents and provides data to inform strategic decisions about provision.
- To ensure that children from all groups are given access to a broad and balanced curriculum that is appropriate to their needs and will enable them to reach their full potential.

EQUAL OPPORTUNITIES

Assessment is carried out in accordance with the school's commitment to ensuring that all children have full access to the curriculum regardless of race, culture, gender, disability or learning needs. We recognise the responsibility to provide appropriate planning that will ensure full inclusion for all.

TYPES OF ASSESSMENT

There are three broad overarching forms of assessment, each with its own purposes:

1. Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*
- *Writing conferences*

2. In-school summative assessment, for example:

- *Short end of topic or unit tests*
- *End of term tests (this may include past SATS papers in Years 5 & 6)*
- *Reviews and regular standardized assessments for pupils with SEN and disabilities*

3. Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*

Different forms of assessment serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, governors, the Government and Ofsted (details are contained in the appendices to this policy).

IN-SCHOOL SUMMATIVE ASSESSMENT & RECORD KEEPING

- All records are stored in the class Assessment and Record Keeping Folder, which is passed on to the next teacher in July at the handover meeting.
- In reading, maths and science, assessment sheets are maintained for a benchmark group of children.
- Children's assessment sheets are updated **once a half term** by class teachers in consultation with

other relevant adults, such as set/group teachers and support staff.

- Children's levels are entered onto the iTRACK system in December, March and July.

MONITORING AND EVALUATION

Each Year Group Leader meets with the Executive Head, Deputy and Federation Assessment Manager once a term to review progress. YGLs are responsible for ensuring that the appropriate data is gathered in advance of the meeting in the agreed format. These meetings have clear agendas designed to focus discussion on:

- Class and year group progress as measured by the percentage of children who have made progress from their beginning of term entry point.
- Identifying groups of children and individuals whose progress is a cause for concern.
- Reviewing provision for these groups and providing additional resources where appropriate

Each teacher is responsible for evaluating their planning informally as the week progresses and adapting subsequent lessons and resources appropriately.

PPA meetings are used to discuss maths and English planning in detail and highlight opportunities for formative assessment.

All teachers have the same attainment or progress target as part of their annual performance management cycle. Teachers produce a summary of progress made across the year as part of their Summary of Teacher Performance document (based on the Teachers' Standards) to present at their final review meeting in June/July. Teaching Assistants have a progress target as part of their performance management that is adapted in response to the individual children or subjects they support.

RESOURCES

The Federation Assessment Manager has overall responsibility for planning, purchasing and maintaining resources for assessment. This means liaising with year team leaders and subject leaders as appropriate.

ROLES AND RESPONSIBILITIES

The Federation Assessment Manager is responsible to the Executive Headteacher and the Governing Body and will:

- Organise and attend progress meetings
- Meet with the SIP and attend reviews with the Director of Education as required.
- Report pupil progress to the Governing Body once a term.
- Plan and deliver INSET regarding assessment and record keeping.
- Liaise with the teachers' PA regarding the ordering of statutory and non-statutory assessment materials.
- Keep up to date with current thinking and policy regarding assessment.

Christine Morgan
Federation Assessment Manager

Ratified by Full Governors: 1.12.15
Date for Review: December 2018

Appendix 1

Primary purposes of different forms of assessment

1. 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 education.

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 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.

2. The primary purposes of in-school summative assessment

For pupils:

In-school 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:

In-school 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:

In-school 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:

In-school 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 determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

For Ofsted:

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

3. 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.

Appendix 2:

EYFS and Key Stage 1 Procedures

EYFS

- The Tapestry electronic recording system is used to collate assessments using Development Matters age bands as the assessment points.
- All adults working with the children are involved in making assessments using the system.
- Parents contribute to assessment through the information they give at home visits, sharing information from previous settings (in Reception) and by uploading photos and information to their child's Tapestry portfolio. In addition to this they fill out proud slips and questionnaires.
- Planning in Nursery and Reception identifies the assessment focuses for the week, matching activities to the assessment statements. Observations are then on-going and recorded for individual children as appropriate.
- Planning is continually adapted in response to on-going assessment for learning. Activities in the indoor and outdoor provision (including adult focus groups) are devised and revised in response to the children's needs.
- All judgements are moderated and agreed within school and other schools.

Key Stage 1

Reading

- Daily guided reading provides the main assessment of reading. All children will be heard read weekly by their class teacher with additional sessions led by a classroom assistant. Staff use the reading step criteria to make a judgement and inform planning.
- Reading judgements are moderated across KS1.
- Children who are working below the year group expectation will take part in daily individualised reading with an adult.

Writing

- Regular opportunity for independent writing supports teacher assessment of writing.
- Writing is moderated across year groups in KS1 and with other schools in Year 2.
- Writing steps are used in order to make judgements.

Maths

- Maths assessments/ judgements are made using the maths benchmarking assessment sheets for each year group.
- On-going assessment informs next steps.
- Additional assessments such as 'rising stars' are used, where necessary to support teacher assessments.

Appendix 3:

Key Stage 2 Procedures

English

Spelling

1. HAST 2 spelling tests carried out in all year groups in September and June:
 - Tests to be completed in on the published sheets and should be stored in the class assessment folder during the year.
 - Results to be submitted to the Inclusion Manager and placed on the school's server **by the end of the testing month; September and June 30th.**
2. **Years 4-6:** weekly spelling tests at the back of their spelling homework book. **Year 3:** daily phonics lesson includes on-going input and assessment of spelling.

Reading

1. Cracking Comprehension used once a half term in **Years 3-5**. Three days set aside in English planning to teach comprehension "test" skills using these materials. Outcomes on the test on the 3rd day to inform teachers' on-going assessment alongside guided reading.
2. **Years 3-5:** Rising Stars Assessment Tests administered once a half term.
3. **Year 6:** regular testing throughout the year using commercially produced materials and previous SATs tests as part of the school's preparation for end of Key Stage assessments.
4. Nine pupils in each class selected as the benchmark to inform teacher assessments using the school's Step Reading Targets. Assessment sheets updated once a half term using a range of on-going assessment information, including notes made in weekly guided reading sessions.

Writing

1. All pupils have the step that they are currently working on the inside front cover of their English book. Their current targets are indicated with an asterix and highlighted when the teacher assesses that this skill is embedded in the pupil's writing (Orange: Autumn term, Green: Spring Term and Yellow: Summer Term)
2. **Year 5:** SPAG practice test once a term: **Year 6:** tests take place more regularly at the discretion of the year team.
3. **All pupils and teachers** take part in a writing conference at least once every half term. Discussed piece marked with a C in red and conferencing sheet at the front of the pupil's book is updated. The next target should be written in a way that can be easily understood by the pupil.

Maths

1. One lesson a week focuses on arithmetic skills. The first 30 minutes of the lesson are used to teach gaps identified from previous test outcomes. During the second half of the lesson a test is administered taken from the Testbase resources.
2. Results/gaps can also be used to inform the starter sections of subsequent maths lessons.

3. **Years 3-5:** White Rose assessment tests (an arithmetic and a reasoning paper) are administered towards the end of each term to help inform teachers' assessments. An overall percentage of 60% indicates that a pupil is working at the expected age related expectations for that point in the academic year.
4. **Year 6:** regular testing throughout the year using commercially produced materials and previous SATs tests as part of the school's preparation for end of Key Stage assessments.

Science

1. Three pupils in each class selected as the benchmark to inform teacher assessments. Pupils are assessed separately in the two strands: Knowledge and Assessment and Working Scientifically.
2. Detailed assessments for these pupils are used to help make summative assessments for all pupils in a class. These are stored on the class tracker that is monitored by the subject leader and passed to the new class teacher at the end of an academic year.

SEND Pupils

1. New Salford Single Word Reading Test administered by Michele Conway and her team once a term. Results collated by the Inclusion Manager and sent to relevant adults (class teachers/ support teachers and SST).
2. Read Write Inc phonics assessment once a term, for pupils receiving phonics interventions. Results to be disseminated as above and used diagnostically to inform planning for the next term for these withdrawal groups.
3. YARC (York Assessment of Reading Comprehension) administered with identified pupils to provide on-going assessment information about reading accuracy, speed and comprehension.