



## Great Denham Primary

### Assessment

Date	Review Date	Coordinator	Nominated Governor
2 <sup>nd</sup> September 2016	September 2017	Mrs T Gourlay	Ms E Grylls

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

This policy and procedure has been produced based on recommendations in the final report on the commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483058/Commission\\_on\\_Assessment\\_Without\\_Levels\\_-\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)

### Aims

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focussing on the curriculum and that lies at the heart of promoting children's education.
- High quality, in-depth teaching is supported and informed by high quality formative assessment (on-going assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable, free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- We involve children in their learning and to provide feedback to them.
- Children take responsibility for achievement and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including: day to day in-school formative assessment, in school summative assessment and national standardised summative assessment.



## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Assessment;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- Monitor whole school attainment and progress data: challenging SLT appropriately.

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide resources to support this policy;
- hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy



## **Role of the Head of Assessment**

The Head of Assessment will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- work closely with the SENCO and subject coordinators;
- collate information for the target setting process;
- feedback to governors on attainment and progress of children;
- to support teachers in ensuring groups and individuals make progress and achieve at least expected attainment;
- use tracking software, pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts;
- compile moderation portfolios;
- organise in-house training;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

## **Role of the SENCo**

The SENCo will:

- use vulnerable group progress meetings (termly) and data analysis effectively to monitor the performance of vulnerable groups and individuals.
- use diagnostic tools to ensure accurate assessment of children with Special Education needs to ensure support is given to promote their progress and attainment.

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## **Role of Teaching Staff**

Teaching staff will:

- carry out regular, accurate assessment of pupils;
- provide high quality feedback;
- record progress and attainment (on a day to day/half termly/termly basis) using classroom monitor;



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- plan next stage of learning;
- use assessment information to inform planning, group and individual intervention;
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers will give **written or verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be centred on the qualities of the work;
- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve;

### Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

### Role of Pupils

Pupils will:

- learn to take pride in their work;
- produce work of a high standard;
- show our values in their learning;
- listen carefully to all instructions given by the teacher;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- be made aware of learning objectives;
- discuss what they have already experienced, know and understand;
- discuss and identify what they need to do to improve;
- use their next step targets, provided verbally by the teacher during 1:1 work/group work, to ensure they become independent learners.
- They will ask if they are not clear about their next step targets.
- self-assess/critique their work;
- discuss their work with a peer;
- liaise with the school council;
- take part in questionnaires and surveys



## Role of Parents/Carers

Parents are asked to:

- be aware of this policy;
- comply with this policy by:
  - attending parent-teacher consultations
  - encouraging their child to undertake home learning tasks
  - being aware of their child's targets
  - writing a response to their child's annual report
- encourage all our school values in respect of their work and targets.

## Types of assessment

### **Formative assessment**

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice.

### **Formative assessment is an integral part of teaching and learning. It:**

- helps children to measure their own strengths and areas for development.
- allows teachers to understand pupil performance on a continuing basis, enabling them 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 and informs progress.

### **Through formative assessment we will:**

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. This will be tracked using our tracking software, classroom monitor.
- ensure that problems are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations
- use day-to day assessments, to record and report progress to parents via assessment summaries every half term, parents evenings and reports, providing parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

### **A range of day to day formative assessments will be used, including:**

- Use of classroom monitor to track progress and any gaps in concepts in: reading, writing and maths to ensure there is progress towards children's targets.
- Using rich questioning to probe understanding within whole class, group work (including guided reading), paired work and independent work.



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- Marking work (see feedback policy).
- Peer and self-assessing: critiquing.
- Observational assessments.
- Discussions with children.
- Use of skills grid (based on the NC2014) to assess children's understanding of foundation subjects.
- Athletics and my maths (where applicable).
- Reading eggs.

### **Summative assessment**

Children in KS1 and KS2 are assessed periodically and progress and attainment data are recorded on Classroom Monitor.

### **Summative assessments will be used to:**

- monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.
- inform parents about achievement, progress and wider outcomes.
- ensure teachers evaluate both pupil learning at the end of a period or at the end of a unit. This will support teachers in planning for subsequent teaching and learning.
- Monitor, at a whole school level, the performance of pupil cohorts, to identify where interventions may be required to 'plug' gaps and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### **A range of summative assessments will be used including:**

- End of term tests (one per term), end of unit tests (eg magic maths) or tasks (eg phonics)
- Review of IEPs for SEN pupils.
- On-going/termly reviews of classroom monitor (school tracking system) to pinpoint groups who need extra support to ensure progress.
- Pupil progress meetings with Head of Assessment every term (2<sup>nd</sup> half).
- Vulnerable group pupil progress meetings with SENCo every term (1<sup>st</sup> half).
- Attainment summaries, which are shared with parents at the end of every half term.
- End of year annual reports outlining progress and attainment of children in relation to national Curriculum age related expectations.

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally, in reading, maths and grammar, punctuation and spelling. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally



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and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A phonics test in Year 1
- National curriculum teacher assessments at the end of Key stage 1.
- National curriculum teacher assessments at the end of Key stage 2.
- National curriculum teacher tests at the end of Key stage 1.

### Key groups

All individuals and cohorts are tracked throughout the year and discussed at:

**Vulnerable group pupil progress meetings** (with SENCo every 1<sup>st</sup> half term):  
eg pupil premium, SEN, EAL

**Pupil Progress Meetings (with Head of assessment every 2<sup>nd</sup> half term)**  
eg under-performing groups, more able, pupil premium.

### Assessment criteria

#### **Assessment criteria – reading, writing and maths**

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be tracked, in maths, writing and reading. They are assessed using the descriptors in the National curriculum and are tracked, using classroom monitor, in year group 'stages,' (stage 1- stage 6) which will be divided as follows:

***Beginning/beginning +/developing/developing+/secure/exceeding***

#### **Attainment**

**Attainment**: the standard of the pupils' work shown by test and examination results. In other words how many pupils have reached the expected at each Key Stage.

**Expectations**: If a child has achieved 'secure' at the end of Key stage 1, this should also be expected at the end of lower key stage 2 and upper key stage 2. So for example, if a child achieves expected at Year 2 they should achieve expected at the end of lower key stage and upper key stage 2. However, some children will go onto work at greater depth.



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Attainment in reading, writing and maths, will be tracked by the Head of Assessment and SENCo on a half termly and termly basis. Any child not attaining as expected will be discussed at Pupil Progress meetings and targets, with the teacher, will be put in place to ensure the child will reach his/her target.

### **Achievement**

**Achievement**: the progress and success of a pupil in their learning, development or training i.e. distance travelled between two points in time – this can be the start/ end of a term/ academic year or between key stages etc.

**Expectations**: these are closely linked to the attainment of a child but can be different. Please see appendix 1 for expected progress, as tracked on classroom monitor.

As the National Curriculum programmes of study are set out in Key stages, progress will no longer be linear; progress may not be accurate until the end of a key stage. The Head of Assessment and SENCo will keep track of assessment on a termly basis but this will not be used in data until the end of the year, then at the end of a key stage.

If at any stage a child is not showing the expected progress then this will be discussed at pupil progress meetings and targets with the teacher will be put in place to ensure the child makes expected progress.

### **Assessment criteria – Religious Education**

We follow the assessment criteria, as detailed in the Bedfordshire RE scheme. We have linked these to our own tracking system, which mirrors the classroom monitor tracking system – using the terms 'Target'(unshaded), 'Almost'(yellow), 'Met' (green) and 'Exceeding' (blue) (these are clearly presented in the children's RE book). During the year the current teacher will ensure that each child is provided with the support they require to achieve the expected standards. At the end of each year the class teacher will assess the children and inform the next class teacher, the curriculum triad team and SLT which children require further work on achieving the expected standards.

### **Assessment criteria – in other curricular subjects**

These will be assessed using the National curriculum descriptors. This will be tracked using our skills grid (which is matched to the NC descriptors). During the year the current teacher will ensure that each child is provided with the support they require to achieve the expected standards. At the end of each year the class teacher will assess the children and inform the next class teacher, the curriculum triad team and SLT which children require further work on achieving the expected standards. The curriculum descriptors for these subjects are to be covered over each key stage however the skills grid allows teachers to ensure progress in their knowledge is built up over the 2 years.

## **Moderation**

To ensure the accurate assessment of children's work, moderation consists of:





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- Y2: once a term (1<sup>st</sup> half) with a local network of schools (reading, writing, maths).
- Y6: once a term (1<sup>st</sup> half) with a local network of schools (writing).
- Whole school: once a term (2<sup>nd</sup> half) with school out of county (writing).

### Marking/Feedback

*Please refer to the Marking and Feedback Policy*

### Early years assessment

Within 6 weeks of the child starting we will undertake a baseline assessment of all 17 areas of learning.

On entry to Early Years we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning (beginning/developing/secure).

Expected Standards for Early Years are:

#### **Nursery**

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

22-36 beginning and anything lower = Significantly below ARE

#### **Reception**

Secure 40-60 months = above ARE (Age Related Expectations)

40-60 months = In line with ARE

30-50 months = Below ARE

30-50 months beginning and below = Significantly below ARE

#### **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes, using the 2 simple software. Data is recorded using classroom monitor.

#### **Summative data**

- Reception to submit ELG data Summer 2
- Nursery to assess children against ARE Summer 2



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Parents are included in their child's learning journey via homework, notice boards, visits into school, meetings with parents to share school/area developments, questionnaires and the website. Parents are also able to view their child's Learning Journey, using 2build a profile at any time. Parents are encouraged to input their home observations of children's experiences and development, which we include in the assessment of their child. We have 2 formal Parents Evenings in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers.

### **Target Setting**

All children will:

- be given next step targets, provided verbally by the teacher during 1:1 work/group work, to ensure they become independent learners;
- ask if they are not clear about their next step targets;
- be able to describe their next step targets to an adult, when asked and be able to share these with their peers.

### **Pupil Records**

All pupils have:

- a writing assessment book which shows progress of writing term by term whilst at Great Denham Primary School;
- a classroom monitor record, which shows their progress, linked to the national curriculum.

### **Communication with Parents**

- Children's attainment and progress will be discussed at parent consultation meetings which take place twice (Autumn and Spring) during the school year.
- Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.
- Half-termly attainment summaries and targets will be sent to parents every half term.
- Relevant curriculum specifications, along with expected progression, will be included in the home school books.
- End of year reports will comment on children's attainment and progress and key and statutory assessment data will be included in these reports.
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### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus



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- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### **Training**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. There will be an emphasis, within school, on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of Classroom monitor will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Head of Assessment will ensure that best practice is shared and will endeavour to keep up to date with latest research.

### **Equality Impact Assessment**

In addition to the assessments stated, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.



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A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



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