

Ashbury Meadow Primary School
Assessment Policy



Policy Written: Nov 2020
Review date: Nov 2024

Rationale:

The purpose of assessment is to help inform the school as to what difference our curriculum is having on our pupils and enable us to ensure the curriculum is having an effect across all pupils including those who are disadvantaged or have low attainment. Although the school uses both formative and summative assessment to create quantitative data, the school also considers qualitative data to show us how pupils are learning. Only forms of assessment and feedback strategies which are research proven to impact on pupils' learning have been chosen to maximise pupil potential to improve and to equip teachers with accurate knowledge and understanding of how well pupils are learning.

At Ashbury Meadow, we follow the recommendations in '*Eliminating Unnecessary Workload Associated with Data Management: Report of the Independent Teacher Workload Review Group*' by the Department for Education to ensure that we only collect data which is purposeful and valid and that the process by which it is collected is efficient as possible in order to eliminate unnecessary workload.

Purpose

- For children to demonstrate what they know and understand
- To help children understand how well they are doing and what they need to do next to improve their work.
- To enable teachers to respond at the point of learning, ensuring lessons impact on pupils' progress
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher and deputy headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide curriculum leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Process

Assessments of pupils' learning are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

What is assessed and how: Key Stage 1 and Key Stage 2

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Teacher Assessment	National Tests NFER tests	NFER Tests	NFER Tests	NFER Tests	National Tests
Writing	Writing trackers	Writing trackers	Writing trackers	Writing trackers	Writing trackers	Writing trackers
SPAG	Teacher Assessment	National Tests	NFER Tests	NFER Tests	NFER Tests	National Tests
Maths	Maths No Problem Tests	Maths No Problem Tests National Tests	Maths No Problem Tests	Maths No Problem Tests National Multiplication Table Check	Maths No Problem Tests	Maths No Problem Tests National Tests
Science	Headstart Tests Teacher Assessment Grids	Headstart Tests Teacher Assessment Grids	Headstart Tests Teacher Assessment Grids	Headstart Tests Teacher Assessment Grids	Headstart Tests Teacher Assessment Grids	Headstart Tests Teacher Assessment Grids
Foundation Subjects	Foundation Subject Assessment Grids	Foundation Subject Assessment Grids	Foundation Subject Assessment Grids	Foundation Subject Assessment Grids	Foundation Subject Assessment Grids	Foundation Subject Assessment Grids

Phonics in Years 1, 2 and 3 is assessed against the phase assessment sheets every six weeks and pupils are tracked across the year using the school's phonics tracking documents. Phonics assessments are used to inform children's book band levels.

EYFS

In both Nursery and Reception, baseline assessments are carried out using the teachers' professional judgement. Teachers use 'Development Matters' to refer to the necessary broad ages and stages within each area of learning.

Nursery staff also take into account 'ASQ' assessment forms obtained and, in both Nursery and Reception, any further information received from outside agencies (if involved) is also considered.

Target Tracker

At Ashbury Meadow, we use an online assessment tracker to record pupil assessment data called Target Tracker. The tracker ensures quick and simple data collection and produces various group and pupil data reports for use by the Senior Leadership Team and teachers.

Attainment and progress is recorded in Steps for reading, writing and mathematics.

Letters denote the level at which a child is achieving:

- B - refers to *beginning* to achieve the Year Group Programme of Study/year group expectations
- W - refers to *working within* the Year Group Programme of Study/year group expectations
- S - refers to *Secure*, the child is working at a *secure* level within the Year group Programme of Study/year group expectations
- The + symbol signifies that a child is working securely within that attainment judgement

Table to show the age-related expectations in line with Target Tracker Steps:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery 30-50 months	Pre 3 Nur S+	Nur B	Nur B+	Nur W	Nur W+	Nur S
Reception 40-60+ months	Nur S+	Rec B	Rec B+	Rec W	Rec W+	Rec S
Year 1	Rec S+	1B	1B+	1W	1W+	1S
Year 2	1S+	2B	2B+	2W	2W+	2S
Year 3	2S+	3B	3B+	3W	3W+	3S
Year 4	3S+	4B	4B+	4W	4W+	4S
Year 5	4S+	5B	5B+	5W	5W+	5S
Year 6	5S+	6B	6B+	6W	6W+	6S

Progress judgements

Progress judgements are based on the number of steps' progress a child makes within an academic year. It is expected that pupils make at least 6 steps of progress per year from their starting point.

Pupil Progress Meetings

Half termly pupil progress meetings take place and are led by phase leaders. Termly pupil progress meetings are led by the SLT.

The focus of the pupil progress meetings is:-

- o To identify pupils and cohorts who are not making required progress and to diminish the differences between them, other cohorts and all pupils
- o To enable contextual information relating to individual pupils to be discussed
- o To put in place targeted intervention to enable individual pupils and cohorts to make rapid and sustained progress and diminish the difference between themselves and other pupils

End of Year Assessments

A summative assessment is made at the end of each year in each subject and reports to parents indicate how well each pupil is attaining compared to the expected level.

Statutory Assessment data is reported annually to the Local Authority or DFE at the end of:-

- o Reception
- o Year 1 (Phonics Screening Test)
- o Year 2
- o Year 4 (Multiplication Table Check)
- o Year 6

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking and Feedback Policy for detailed information.*

Recording

- In Key Stages 1 and 2, formative assessment information is recorded on teachers' daily feedback sheets when appropriate
- In EYFS, formative assessment is continually carried out throughout the year during lessons and whilst in continuous provision. We use Tapestry, the online learning journal to evidence children's progress and indicate their next steps.
- Summative Assessment data is recorded centrally on Target Tracker.

Assessment Moderation

Curriculum team meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

Assessment moderation is also carried out by teachers in EYFS, Year 2 and Year 6 with teachers from other schools, these are organised to take place throughout the year in order to ensure consistency against the standards prescribed by the National Curriculum.

Writing and maths moderation takes place internally every term in order to validate assessment.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year.

At the end of the Autumn and Spring terms, a short report indicating pupils' attainment and progress is sent to parents. At the end of the Summer term, a long report indicating pupils' attainment and progress in the core subjects and attainment in the foundation subjects measured against age-related expectations is sent to parents.

S.E.N.D

Early identification of children with special educational needs is essential. The school's SEND Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.

- Transition meetings are held between class teachers at the end of each year.
- Transition meetings are held between the Year 6 teachers and the high school at the end of year 6.
- When children move schools, information is sent through the CTF (common transfer file).
- Any data, both academic and social, shared with other schools or agencies is done so through General Data Protection Regulation compliance

Responsibilities:

Senior Leadership Team

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To hold pupil progress meetings and hold staff to account for the progress of particular targeted pupils such as Pupil Premium pupils
- To inform Governors about the school's performance on at least a termly basis.
- To organise whole school assessment weeks.

Key Stage Leaders

- To lead/support pupil progress meetings.
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards and ensure cohorts such as Pupil Premium pupils are making rapid and sustained progress and as such diminishing the difference between themselves and other pupils.

Curriculum Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject/s.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- To be accountable for the data of the class
- To use assessment to inform teaching and learning and diminish the difference between other pupils and vulnerable cohorts such as Pupil Premium Pupils
- To set curriculum targets
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis in accordance with this policy and input this onto Target Tracker
- To collate data for pupil progress meetings
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.D) Coordinator are carried out for pupils with SEND and that Individual Needs Plans (INPs) are maintained and regularly reviewed in accordance with the school's SEND Policy.

Equality Policy

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

Monitoring and evaluation

The Head teacher will ensure this policy is implemented consistently throughout the school.

Related policies: Marking and Feedback Policy, SEND Policy, Equality Policy, EYFS Policy, Transition Policy, GDPR Policy, Teaching & Learning Policy, English Policy, Mathematics Policy, Global Policy, Communication Policy, Problem Solving Policy