



Blaby Stokes C of E Assessment Policy

This document has been formulated by representatives of primary schools working within the Thomas Estley Learning Alliance (TELA), a National teaching School. As part of this collaborative work, Blaby Stokes C of E Primary School has adopted the following NAHT principles for assessment.

Underpinning Principles for assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.

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

(Report of the NAHT Commission on Assessment February 2014)

Our philosophy of assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment, currently *the head teacher*.

Our method of assessment

- Our assessment system has been developed carefully to meet DfE guidance and our philosophy of assessment.
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do, using Target Tracker.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our locally agreed system of assessment.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in the collaborative learning alliance (TELA) to make sure our assessments are fair, reliable and valid.

Our assessment system

Working collaboratively with local schools and the Teaching Alliance (TELA), the Target Tracker assessment system has been adopted as our primary tool for assessment purposes. The Target Tracker system has been developed to ensure data from school to pupil level is presented and recorded with clarity and consistency.

- **Tracking attainment with statements**
The new National Curriculum (2014) has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted in Target Tracker to help support practitioners in making their judgements over each academic year. These formative statements may be shared with pupils to help define and guide next steps in learning.
- **Tracking attainment and progress towards Age Related Expectations**
To track pupil attainment we use a system which communicates progression and attainment in a simple format. This follows on from the assessment system we currently use in the Early Years Foundation Stage, where pupils are assessed within age range bands with the expectation that the majority of children will have achieved the Early Learning Goals by the end of their time in the Early Years Foundation Stage.
- **The terminology that we use to describe the attainment of pupils is consistent and clear across the school and local learning collaborative (TELA).**

Each year group is assessed using the following standards:

- **PRE** – These pupils are not working at the age-appropriate standard. They are typically pupils who are lower attaining or have Special Educational Needs. They will be accessing the curriculum using prior age group objectives.
 - **WTS** – These pupils are accessing the curriculum at the age-appropriate standard but require intervention to achieve the age related learning objectives.
 - **EXS** – These pupils are accessing the curriculum at the age-appropriate standard to achieve age related expectation.
 - **GDS** – These pupils are accessing the curriculum at the age-appropriate standard and regularly access greater depth work.
- **At periodic intervals, teachers select a standard to show where each pupil is working.** This means we are able to monitor pupil attainment in the context of age related expectation and progress over time to help children reach the new secondary ready standard.

- **Setting Targets for Progress**
The DfE refer to “sufficient progress” as a way to represent progress over the key stage or Primary phase. Pupils progressing through the equivalent content for a single academic year will be considered to have made sufficient or expected progress. Individual pupil targets will be reviewed regularly to ensure they are appropriate and may be change where necessary.
- For pupils with SEN, we will assess using the national P-Scales so that progression through into Year 1 can be tracked.

Our Approach to different forms of assessment

1. Day to day in school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children’s strengths
- highlights gaps in learning
- tackles children’s misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils’ work
- observational assessment
- regular short re-cap quizzes and low-stake testing
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning.

2. In school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments in reading and maths are carried at end of each term and provide ratification of formative assessment. They take the form of written tests (PUMA / PiRA*), observations, assessment tasks, photographs or learning journals.

* A Standardised Score of between 95 and 115 indicates that a pupils is working at the age-appropriate standard. A score of more than 115 would be working at greater depth.

3. Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Year 1 phonics screening test
- Interim Assessment Frameworks (2017)
- End of KS1 SATs in English and maths (end of Year 2)
- End of KS2 SATs in English and maths (end of Year 6).

Our use of assessment

- Teachers are kept up to date with developments in assessment practice through the Assessment Network and school staff meetings. Professional development opportunities are provided and accessed as necessary.
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils. Parents and pupils receive information on what has been achieved and guidance on what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Arrangements for the Governance, management and evaluation of assessment

The Assessment Leader is responsible for ensuring that this policy is maintained and followed. In this school, the Assessment Leader is the head teacher.

Monitoring of the effectiveness of assessment practices will be carried out by senior leaders and will include for example, pupil performance meetings, data analysis, tracking data and work scrutiny.

Regular moderation will be undertaken both within individual schools and collaboratively, to ensure consistency and accuracy of assessment judgements.

Roles and Responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

This policy was revised in March 2017 and will be reviewed annually in line with the school's policy review cycle.

Appendix 1

School Year Assessment Overview

September	<ul style="list-style-type: none"> ● Analysis of summer term data ● Report to governors/other required bodies ● Nursery and Reception Baseline ● Teacher performance management ● Target-setting meetings
November	<ul style="list-style-type: none"> ● Assessment Week and Assessment Point 1 ● Moderation Meetings ● Pupil Progress Meetings ● Analysis of progress and Gap Analysis ● Inform parents about attainment and progress
December	<ul style="list-style-type: none"> ● Input data to tracker ● Analyse data/moderation
January	<ul style="list-style-type: none"> ● Teacher performance management interim reviews
March	<ul style="list-style-type: none"> ● Assessment Week and Assessment Point 2 ● Input data into tracker ● Analyse data/moderation ● Pupil progress meetings (including a review of interventions) ● Inform parents about attainment and progress
May	<ul style="list-style-type: none"> ● National testing in Y2 and Y6 ● Assessment Week – end of Year tests ● Assessment Point 3 ● Data review meetings ● Moderation Meetings
June/July	<ul style="list-style-type: none"> ● Y1 phonics test ● Moderation ● Pupil Progress Meetings ● Y2 and Y6 teacher assessment against interim frameworks ● Transition meetings and class information handover ● Finalise teacher assessments ● Data analysis ● Inform parents about attainment and progress