

ASSESSMENT POLICY AND PROCEDURE

RATIFYING COMMITTEE	Education Standards and Achievements
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ACCOUNTABLE LEAD / POLICY AUTHOR: Deputy Headteacher / SENCO

Policy Aims and Objectives

At Ravenbank we endeavour to support all pupils in making better than expected progress and raise confidence and self- esteem. We see assessment as central to this.

This policy has been designed to help the school to meet their statutory duties relating to assessment. This policy is written in line with all subject based policies, the Early Years Policy, the Marking and Response Policy and takes into account the Department of Education Report from the Commission on Assessment without Levels.

The aims of our policy and practice in this school are:

- To ensure children progress, knowing their achievements and what they need to do next
- To allow children to be involved in their own learning
- To internally track pupils for attainment and progress
- To ensure staff have a consistent vision of assessment in our school
- To support parents in beginning to understand how well their child is doing compared to age related expectations
- To support staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time
- To ensure teacher planning is amended in order that the teaching and learning meets the needs of all pupils
- To define clear responsibilities in relation to assessment
- To provide clear definitions and purposes for different types of assessment
- To ensure the legal requirements for assessing and reporting can be met

The development of this policy has involved due regard to the requirements of the Equality Act 2010.

Executive Summary

This policy has been designed to support the school in meeting its statutory duties relating to assessment.

The policy applies to all pupils and has specific implications for:

- The Full Governing Body (FGB)
- The Education Standards and Achievements Committee
- The Headteacher
- All staff members
- Parents
- Pupils

Staff should ensure that they are familiar with the Assessment Policy and that they understand and use it.

Compliance with the Policy will be monitored by termly Assessment Reports to the Education Standards and Achievements Committee and the Full Governing Body.

This Policy should be read in conjunction with:

- Education Standards and Achievements Committee Terms of Reference
- Staff Handbook
- School Prospectus
- Marking and Response Policy

3. Contents

Section	Section Title	Page Number
1	Executive Summary	2
2	Contents	2
3	Introduction 3.1) Rationale 3.2) Scope 3.3) Principles	3
4	Policy Standards	4
5	Definition	8
6	Duties The full Governing Body The Headteacher Teachers / School staff	9
7	Process of monitoring compliance and effectiveness of the Assessment Policy	10
8	References Documentation	11

3.1 Rationale:

Since September 2015, the school has been following the new National Curriculum, the Assessment policy has been adapted in response to these changes. The policy refers to the recommendations in the Final Report of the Commission on Assessment without levels.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>).

It also refers to statutory reporting requirements set out in the Education (Pupil information) (England) Regulations 2005: schedule 1.

3.2 Scope

This policy applies to all pupils and has specific implications for:

- The Full Governing Body (FGB)
- The Educational Standards and Achievements Committee
- The Headteacher
- All staff members
- Parents
- Pupils

3.3 Principles

At Ravenbank, we see assessment as an integral part of teaching and learning, and it is inextricably linked to the curriculum. We use three broad overarching forms of assessment; day-to-day in school formative assessment, in school summative assessment and the nationally standardised summative assessments.

At the core of this policy is the recognition that **high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.**

Formative Assessment is not just assessment that involves more than only marking and feeding back judgements. It is bound into the next steps, looks forward as well as back, and is closely allied to forward planning. It should be recognised that by making effective use of pre-task assessments the school can ensure that the curriculum a child receives is matched to their next steps in learning. In this way pupil's learning will be embedded and rates of progress will be accelerated through the curriculum due to high expectations.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in our school
- Provide clear guidelines for the implementation of the policy

- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

Assessment in this school will:

- Enable individual pupils to make progress in their learning
- Relate to shared learning objectives
- Be underpinned by confidence that **every** child can improve
- Help all pupils to demonstrate what they know, understand and are able to do
- Include reliable judgments about how learners perform, related, where appropriate, to national standards
- Involve both teachers and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively by using assessment outcomes to develop next steps
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to understand and be involved in their child's progress
- Ensure that our practices in this area are fully inclusive

4. Policy Standards:

4.1 In School formative assessment

Effective in- school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. Formative assessment takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

4.2 In school summative assessment

Effective in – school summative assessment enables:

School Leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time

This gives a broader view of progress for the teacher and learner using national standards and expectations and enables teachers to plan next steps using the new programmes of study in the national curriculum.

We currently use a number of assessments which include papers from the National Foundation for Educational Research (NFER), Standard Assessment Tests (SATs) and record results on our whole school tracking system, INSIGHT TRACKING.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessments enable:

School Leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers to understand national expectations and assess their own performance in the broader national context

Pupil and Parents to understand how pupils are performing in comparison to pupils nationally

National standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonic Screening check in Year 1 (and again in Year 2, if children did not meet the expected standard)
- National Curriculum tests and teacher assessment at the end of Key Stage 1 (Year 2) and key stage 2 (Year 6)

4.4 Assessing children in the Early Years Foundation Stage

Assessment is an essential and important part of the Early Years for children's learning and development. Staff monitor a child's progress via observations, recording of achievements and key experiences. This formative assessment identifies next steps in learning and shapes future planning for the child. Observations are recorded using the 'Tapestry Journal' software, which enables staff to observe, record and track a child's progress, building a picture of their development (this data is password protected and encrypted). Parents are encouraged to contribute to their child's learning journey and are able to add their own observations from home.

The designated EYFS Lead analyses this data termly and presents it to the Headteacher and Deputy Headteacher along with Governors. They provide staff with the EYFS interventions target groups in order to accelerate progress.

At the end of EYFS (Reception), staff complete the EYFS Profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels (Emerging).

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

4.5 Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupil's special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For some children working below the national expected level of attainment, our assessment arrangements will consider progress relative to starting points, and take this into account alongside the nature of the pupil's learning difficulties.

For some children it may be appropriate to use other assessment available such as Bsquared which enables the school to assess small step progress for those children working below national expected standards.

Access arrangement

Some pupils with specific needs may need additional arrangements so they can take part in key stage 1 and key stage 2 tests. E.g. Additional time, rest breaks, coloured paper, readers and scribes. Schools must consider whether any of their pupils will need access arrangements before they administer the tests and must adhere to the Access Arrangement Guidance document produced each year. The guidance includes details about how and when to apply for different arrangements. Teachers will consult with parents about access arrangements for the key stage 1 and key stage 2.

Teachers do not need to apply for additional arrangement for the schools' internal assessments but should consult test administration guidance and take into account the child's normal way of working in the classroom.

Management Information Systems

At Ravenbank we use a whole school assessment tracker, INSIGHT TRACKING to track the progress of all children in Year 1- Year 6. This system enables us to:

- record formative and summative assessments from Year 1 to Year 6
- See everything we need to know about individual pupils on a simple report.
- Instantly see how each class or year group is performing against our school's curriculum targets and identify concerns
- Import pupil information and statutory assessment data directly from our School Management Information System (SIMs)
- Allows Governors to have access to data (restricted access)

4.3 The Quality Assurance of Standards

The expectations set out by the school curriculum will need to be robust to ensure that children's progress is being accurately recorded and are free from bias. The school links with other schools for external standardisation for Reading, Writing and Maths and attends Local Authority standardisation meetings.

Quality assuring standards in Reception, Year 2 & 6

In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year.

- The school will ensure that school practice in teacher assessment is in line with the standards and testing agency guidance for effective practice in the moderation of teacher assessment.

- The school will ensure that testing at KS1 and KS2 is in line with the standards and testing agency guidance for effective administration of the end of key stage test.

4.4 Reporting outcomes to parents and outside agencies

The school will report the outcomes in each year group in four broad groups

WB - At significant risk of delay – those children are not working at age related expectations

WT - At risk of delay – those children are beginning to work towards the age related expectations but are not yet secure

WA – These children are working securely at age related expectations

WD -These children are showing a greater depth of understanding of age related expectations

Where standardised scores are available, these too will be reported.

4.5 Reports to Parents

Learning Reviews

The school holds two formal parents' evenings every academic year. During these sessions, staff will report to parents verbally based on whether their child is on track to meet age related expectations by the end of the academic year in reading, writing and maths. Advice for improvements / continued progress will be given as appropriate

Annual Reports

In the annual report, staff will report on whether the child is working below, in line or above age related expectations for all national curriculum subjects.

5. Definitions

In agreeing our assessment arrangements, the school has taken into account the following statements and definitions:

Full Governing Body (FGB)

Local Authority (LA)

Standards and Testing Agency (STA) – The standards and testing agency is responsible for developing tests and teacher assessment guidance. This detailed guidance is what schools are required to follow. Since 2017 it has responsibility for supporting schools with their new assessment freedoms.

Programmes of Study – Programmes of study for the new national curriculum in all subjects for KS1, 2, & 3. Schools on going assessment systems must have these embedded within them.

Standardisation – A professional development activity where teachers secure their understanding of standards of attainment, against agreed criteria. Where there are differences, teachers must review their judgements and align them with the agreed standard.

External validation – A process of comparing outcomes from specific year groups to ensure that teacher assessment is more reliable.

6. Duties

6.1 The Full Governing Body (FGB):

Governors are responsible for:

- Being familiar with the statutory assessments systems as well as how the school's own system of non- statutory assessment captures the attainment and progress of all pupils

6.2 The Headteacher:

The Headteacher is responsible for

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Holding staff to account for pupils' progress using pupil progress meetings and performance management to address underperformance and set targets

6.3 The Assessment Lead

The Assessment Leader is responsible for ensuring that:

- Each class teacher uses Programmes of Study (PoS) as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed as the schools on-going assessment.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with the current assessment policy
- Identifying pupil groups who are vulnerable to underachievement in relation to age related expectations and prior attainment

- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

6.4 The Headteacher and the Assessment Leader are jointly responsible for:

- Ensuring class teachers are aware of their accountability for the progress of the cohort, specific groups and individual pupils. They will do this by taking into consideration the end-of year expectations as set out in the school's curriculum, at pupil progress meetings.

6.5 The Subject Leaders

- Ensuring all staff are familiar with the assessment policy and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate
- Monitoring standards in their subject according to expectations set out in the National Curriculum

6.6 Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self-assessment opportunities. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- monitor their success at achieving the targets
- complete their work to the highest standard in order to make good progress in school

7. Process of monitoring compliance and effectiveness of the Assessment Policy

This policy has been developed in consultation with a wide range of stakeholders including: members of the Education Standards and Achievements Committee; the Headteacher; the Assessment Lead and all staff.

The Assessment Lead in consultation with the Leadership Team should ensure that:

- The school assessment policy reflects the latest guidance and research / innovation.
- Classroom practice is reflecting agreed whole school approaches to formative assessment
- The principles of in school summative assessment are being adhered to
- That the school is complying with the statutory requirements

8. Reference documentation

- Commission on Assessment Without Levels: final report (Department for Education)
- Key Stage 1 Access Arrangements (Guidance) - (Department for Education)
- Key Stage 2 Access Arrangements (Guidance) - (Department for Education)
- Performance - P Scale - attainment targets for pupils with special educational needs (Department for Education)

Statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. We believe that our assessment system is robust, fair, and proportionate for both teachers and pupils. It provides rigorous, reliable and trusted data that can be used to measure accurately and hold the school to account for the progress that children make.