



Assessment Policy

"The Lord has done great things for us; we are glad" Psalm 126:3

Great Barton C of E Primary Academy

Assessment Policy

Author – Mrs Claire Ratley

Date – **June 2022**

Date Approved by Governors –



Reviewed By -

Signature

Date-

Comments-

This policy covers:

1. Aims
2. Legislation and guidance
3. Assessment approaches
4. Collecting and using data
5. Reporting to parents
6. Inclusion
7. Roles and responsibilities
8. Monitoring
9. Links with other policies

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy complies with our funding agreement and articles of association.

3. Assessment approaches

At Great Barton CE Primary Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 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

Marking and Feedback

Teachers are expected to provide regular feedback; however workloads must be manageable.

They will feedback in ways such as:

- Starting the lesson with verbal whole-class feedback
- Sprinkling some individual verbal feedback throughout the week
- Keeping written feedback to a minimum – immediate verbal feedback, whole class verbal feedback and only marking significant pieces of work are all effective methods of feedback.
- Wrapping the week, or unit of work up with some video feedback to celebrate individual work.

Workload challenge report

The Independent Teacher Workload Review Group published a report following the Department for Education's (DfE's) workload challenge.

The section on marking says you should make marking:

- **Meaningful:** marking should vary by age group, subject and what works best for the pupil and teacher
- **Manageable:** marking practice should be proportionate. Bear in mind the impact on teacher workload, when you think about how often and how deeply teachers mark

- **Motivating:** marking should help to motivate pupils to progress. Don't assume this means writing in-depth comments or being universally positive

The report explains that there is little “robust evidence” to support the use of extensive written comments when marking.

The Independent Teacher Workload Review Group advises that while standards should be consistent across a school or department, marking practice should vary by age, subject and what works best for the pupil and teacher.

Questioning

We use effective questioning in the classroom to:

- open conversations,
- inspire deeper intellectual thought,
- and promote pupil-to-pupil interaction.

Effective questions in the classroom create opportunities for pupils to analyse their own thinking, that of their peers, and their work.

There are two main types of questions that are used in the classroom: closed questions and open questions. Closed questions are those that prompt a simple response, such as yes, no, or a short answer. Open questions require a deeper level of thinking and often prompt a lengthier response. They ask children to think and reflect, provide opinions and feelings, and take control of the conversation. Open questions are advantageous because they **enrich the learning experience** by encouraging individual thinking. They also give teachers the opportunity to check your pupils’ understanding and knowledge, and assess their ability to apply this knowledge.

Self and peer-assessment

Peer and **self-assessment** are where pupils are actively engaged in assessing each other and themselves. It encourages pupils to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection on their own work and that of their peers. Through this, pupils can learn from their previous mistakes, identify their strengths and weaknesses and learn to build upon their learning.

Observations

Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through the experiences on offer. Teachers set up a task for children to complete and then take a step back and observe how they approach the task. Observation is frequently used to assess children in the early years and provides teachers and teaching assistants with valuable information about how children learn. Observations are a useful tool in enabling teachers to adapt their planning and be responsive to learner’s needs.

In the Early Years, observations of children are vital. Because each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals.

3.2 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
- **Pupils** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Great Barton we use a range of approaches to assess the children at three points in the year. Every term, teachers will make a teacher judgement on the attainment of children in the core subjects. Formative assessments feed into these teacher judgements.

Children in years 2 – 6 have a termly summative assessment using PUMA (Progress in Understanding Mathematics Assessment), PIRA (Progress in Reading Assessment) and GAPS (Grammar, Punctuation and Spelling) papers from Rising Stars assessment. These tests provide teachers with standardised scores in order to help them assess the attainment of children. In the summer term, year 1 complete these papers and year 6 do not as they will sit their SATs tests. These tests also give a Hodder score which can be useful for those children with Special Educational Needs and Disabilities, who may make much smaller steps in their progress. The results of PUMA, PIRA and GAPS tests are used across the Trust to compare schools.

In other subjects, teachers may use end of unit tests at the end of a topic or quizzes to assess children's knowledge.

Summative assessment is a useful tool to examine gaps in learning and enables teachers to plan accordingly for individual pupils and whole classes.

3.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline at the start of reception and EYFS profile at the end of reception
- Phonics screening check in year 1 (and a re-check in year 2 if applicable)
- Times Tables check in year 4

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

4. Collecting and using data

Termly teacher judgements as well as PUMA, PIRA and GAPS standardised scores are recorded on Insight (our school tracking system). There is no other requirement for teachers to record assessment data, however teachers often keep their own records of formative assessments if they find this useful. Data is collected in order to analyse the performance of groups of pupils as well as their progress over time. The data is a tool in pupil progress meetings and is discussed with governors and the Trust when analysing whole school performance.

5. Reporting to parents

Data is often shared with parents on interim and end of year reports and parents have an opportunity to discuss this with their child's class teacher every term.

End of year reports contain information on attainment and progress in all subject areas, data about attendance, attitude to learning and effort. Reports also include a general comment and targets for the future. Those children who have special educational needs have targeted support plans which are shared and reviewed with parents as part of their reports.

In Early Years, the children are assessed against the Early Learning Goals.

6. 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 pupils' 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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. Children who are unable to access the national curriculum expected standards will usually be assessed using Pre-Key Stage Standards or the Engagement Model

7. Roles and responsibilities

7.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

- Ensuring teaching staff have a manageable workload and work-life balance.

7.2 Headteacher

The headteacher is responsible for:

- Ensuring that 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
- Ensuring teaching staff have a manageable workload and work-life balance.

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

8. Monitoring

This policy will be reviewed bi-annually by the headteacher and governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team is responsible for ensuring that the policy is followed.

Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutiny
- pupil progress meetings.

9. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy
- Marking and Feedback policy