



Assessment Policy

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Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, curriculum-related expectations (CREs), ensuring quality in depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, formative assessments (using the feedback planner), discussions, formal assessment of written work, low stake tests and more formal testing. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

1. Aims

- Ensure that all children progress through our curriculum and achieve.
- Monitor and support children's attainment, against CREs, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessment and the analysis of skills and knowledge acquisition are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the high prior attainers.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful live feedback with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Provide children with the appropriate support and challenge children by identifying their gaps.
- Provide comprehensible information to families on how well their children are doing in relation to expected standards.

- Hold informative and productive conversations with parents and carers on supporting their children’s learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

2. Arrangements for the governance, management and evaluation of assessment

Roles and responsibilities

Local Committee Volunteers:

- monitor whole school data
- monitor assessment practices in school

School leadership team:

- moderate teacher assessments and tests
- set realistic whole school targets for children to be on track to reach CREs
- 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:

- integral use of ongoing formative assessment and analysis of skills and knowledge
- make summative judgements at defined points in time
- provide feedback to pupils
- provide assessment information to the school leadership team, families and pupils

Learning Support Assistants:

- provide feedback to teachers on pupil’s attainment

Families:

- attend meetings with teachers to discuss their children’s attainment
- support children with their home learning

3. How assessment outcomes are collected and used

We use three key forms of assessment:

1. in-school formative assessment
2. in-school summative assessment
3. nationally standardised summative assessment

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
- feedback on pupils' work
- observational assessment, such as during the Innovate stage
- regular short recap quizzes (low stakes tests)
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback and response partners
- child self-assessment and reflection on learning, such as during the Express stage

We use Curriculum Maestro to support our formative assessment methods. The skills and knowledge framework, based on end of year CREs are used to inform planning in all subjects. The framework breaks the programmes of study into end of year group expectations to show a clear progression. For each subject the skills and knowledge are organised into aspects, allowing teachers to monitor children's breadth of understanding. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Curriculum Maestro records formative and summative assessment and provides the supporting evidence necessary to make curriculum-related judgements. In year this is a on track or not on track judgement.

Teachers use the information within Curriculum Maestro, moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence and a more detailed assessment is recorded at the end of the academic year. Children will be deemed one of the following with respect to CREs:

- Above
- Greater depth (within the expected standard)
- Within (the expected standard)
- Just within (the expected standard)
- Below (the expected standard)

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects before moving them on. The skills and knowledge framework allows for children's learning to be extended at an appropriate pace.

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 or subject areas. In-school summative assessments inform teachers and school leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

National curriculum levels and the requirement to show progress and expected progress were removed in 2015. This was further clarified by a speech by Amanda Spielman, HMCI, in which she said:

“We do not expect to see 6-week tracking of pupil progress and vast, elaborate spreadsheets. What I want school leaders to discuss with our inspectors is what they expect pupils to know by certain points in their life, and how they know they know it. And crucially, what the school does when it finds out they don’t! These conversations are much more constructive than inventing byzantine number systems which, let’s be honest, can often be meaningless.”

Use of tests in school

Arithmetic and Number Progress Tests

Cornerstones Arithmetic and Number Progress Tests are used to help prepare children for the end of Key Stage SATs and test the children against the CREs outlined in the statutory curriculum for mathematics. The tests are used to assess and establish a baseline and moderation of the previous year’s judgements for children from Y1 to Y6 at the beginning of each academic year and at half-termly intervals thereafter. The tests include a range of non-contextualised questions relating to number and calculation, fractions, decimals and percentages, and basic algebra. The Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning and make summative judgements.

Summative Tests

Cornerstones Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for Key Stage 1 and Key Stage 2.

The relevant Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning, make summative judgements and compare against other schools nationally.

Monitoring and Support

We use Curriculum Maestro to monitor, support and analysis learning and attainment, and create reports to ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments and judgements are integrated into everyday teaching and learning. The school leadership team monitor the attainment of individual pupils, groups, classes or year groups and school as a whole. The system highlights children whose attainment is below the expected level and who may need additional support or intervention. Relevant information is communicated to all stakeholders, including families, Local Committee Volunteers and Ofsted.

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 teaching, learning and assessment.

4. Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the identification of learning difficulties and highlight any requirements for support or provision. Alternative methods of recording progress, such as floor books, photographs, voice tins, observations may be used.

The engagement model - This is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

How will pupils be assessed?

The engagement model has 5 areas of engagement:

1. exploration
2. realisation
3. anticipation
4. persistence
5. initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes.

<https://www.gov.uk/government/publications/the-engagement-model>

5. Assessing children who have English as an additional language (EAL)

Children who are learning English as an Additional Language are offered language assessments in school. We use the Bell Foundation EAL Assessment Framework to identify where children are in their language journey. Four areas are considered: Listening and understanding, speaking, reading,

and writing. This tool identifies areas for development, enabling teachers to embed learning opportunities for children to close language gaps within the context of the curriculum.

6. Assessing high attaining children

Children who are deemed high attainers are stretched through an increasing depth of learning and, if appropriate, the following year's CREs.

7. Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. Our EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Our EYFS assessment presents a holistic view of a child's learning and development, and our judgements take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

8. Assessing Phonics

Read, Write Inc phonics assessments are completed on a 1:1 basis every 6 weeks. All assessments are completed online using the Ruth Miskin Portal. Each child is assessed on: sound knowledge, oral blending, reading real and pseudo words using 'Special Friends, Fred Talk, Read the Word and speedy reading and fluency. Each assessment provides an individual assessment record highlighting gaps and whether a child requires fast track tutoring. Children are then organised into progress groups based on their reading stage not their chronological age.

9. School year assessment overview

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| September | <ul style="list-style-type: none"> • Ratify/moderate summer data • Report to MILL Academy Trustees • RWI Assessments (Phonics and Fresh Start) for new starters • Cornerstones Arithmetic and Number Progress Test 1 • Complete Maths 1-1 tutoring diagnostics • Whole School Writing moderation using comparative judgement (NMM) • Nursery and Reception baseline |
| October (End of Autumn 1) | <ul style="list-style-type: none"> • Y1–Y6 Arithmetic and Number Progress Test 2 • Y3 National NMM • Writing moderation in year groups • RWI Assessments (Phonics and Fresh Start) • Report to Local Committee Volunteers • Teacher Performance Management Meetings (Review and new objectives) • Parental engagement meetings • Year 1 Phonics Screening Baseline |
| Beginning of December | <ul style="list-style-type: none"> • Mathematics summative test (Autumn Arithmetic Test, Reasoning Papers 2 and 3). Attainment and Gap Analysis • Summative tests for reading and SPaG • Y5 National NMM • Whole School Writing moderation using comparative judgement (NMM) |
| December (End of Autumn 2) | <ul style="list-style-type: none"> • Y1 Arithmetic and Number Progress Test 3 and Attainment and Gap Analysis • Autumn Teacher assessment completed • Analyse data/moderation • RWI Assessments (Phonics and Fresh Start) |
| February (End of Spring 1) | <ul style="list-style-type: none"> • Parental Engagement meetings • Y1–Y6 Arithmetic Test 4 and Attainment and Gap Analysis • Y1, Y4, Y2, Y6 National NMM • Writing moderation in year groups • RWI Assessments (Phonics and Fresh Start) • Year 1 Phonics Screening Progress Check |
| March/April (End of Spring 2) | <ul style="list-style-type: none"> • Mathematics summative tests (Arithmetic Test Paper 1 Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis • Summative tests for reading and SPaG • Whole School Writing moderation using comparative judgement (NMM) • RWI Assessments (Phonics and Fresh Start) • Spring Teacher assessment completed • Analyse data/moderation • Pupil meetings (including a review of interventions) |

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| May | <ul style="list-style-type: none"> • National testing in Y6 • Y1–Y6 Arithmetic Test 6 and Attainment and Gap Analysis • Y4 & Y5 (Non-fiction) National NMM • Data review meetings • Writing moderation in year group • RWI Assessments (Phonics and Fresh Start) • Year 1 Phonics Screening Progress Check |
| June/July | <ul style="list-style-type: none"> • Y1 phonics test • RWI Assessments (Phonics and Fresh Start) • Y1–Y6 Summative tests (Summer Arithmetic Test Paper 1 and Mathematics Reasoning Papers 2 and 3) and Attainment and Gap Analysis • Summative tests for reading and SPaG • Whole School Writing moderation using comparative judgement (NMM) • Year 4 Multiplication Check • Year 5 past SATS paper (DAISI reporting) • Transition meetings and class information handover • Finalise teacher assessments – Summer detailed assessment completed • Reports for families • Data analysis to inform staffing and class organisation |