

Assessment Policy

Northlands Primary School and Nursery



Approved by: Governors

Date: 19th September 2018

Last reviewed on: September 2018

Next review due by: September 2019

Contents

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

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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to 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. Principles of assessment

- Assessment is to be seen as an integral part of the teaching and learning process.
- To ensure consistency, continuity and progress in the whole curriculum throughout the school.
- To provide formative, diagnostic and summative information.
- To use assessment procedures to inform curriculum planning.
- To promote children's active involvement in their own learning.
- To develop and increase the effectiveness of teaching methods.
- To develop efficient recording procedures that serves a variety of purposes.
- To develop methods of reporting that contributes to a positive relationship with parents.
- To fulfil statutory requirements.

4. Assessment approaches

At Northlands Primary School and Nursery, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

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

Assertive Mentoring Whole School Assessment System

Northlands Primary School and Nursery use the Assertive Mentoring assessment system for reading, writing, maths and science for years 1-6. Assertive Mentoring is a focused, child-centred collaborative approach based on a dialogue about the child's present and future learning needs.

Assessment

The school uses the table below to help identify end of year expectations based on the higher standards following the introduction of the new 2014 National Curriculum. The school has set higher standards in order for pupils to leave Northlands Primary School and Nursery. A child is at age related if he/she has met a secure standard at the end of each year. There are four stages in each year group which a child is expected to progress through and these are Emerging, Developing, Secure (mastery) and Ready for the next stage of development (greater depth).

School Expectations - From Reception to End of Year 1 (Y2-6 follows same pattern)

	0E	0D	0S	1R	1E	1D	1S	2R	2E	2D	2S	3R	3E	3D	3S	4R	4E	4D	4S	5R	5E	5D	5S	6R	6E	6D	6S	7R
	Recp Stages			Year 1 Stages				Year 2 Stages				Year 3 Stages				Year 4 Stages				Year 5 Stages				Year 6 Stages				
P- Scale or 1																												
2																												
3 or 1R																												
1E																												
1D																												
1S																												
2R																												

In the Early Years pupils are assessed against the Early Year Goals.

Tracking

Each half term pupils are given a reading, writing and maths assessment, with outcomes used to help track their progress over the year. The school uses a colour code to help identify pupils who require additional support (red) and those that are on track (green). Children who are not quite on track are identified with a yellow. These are pupils who have missed their personal targets, as identified from half termly assessments, and require additional support either on a 1:1 basis or within a group, and which is then planned for by the class teacher to help ensure. A pupil's achievement and attitude towards their learning (over the half term) are also tracked using the same colour code. The use of colours in this way has a powerful influence upon helping pupils to reflect upon their attitudes towards their attainments, attitudes and achievements, as each child aspires to have a 'green' colour. Every child from years 1-6 has been allocated their own assessment folder which provides evidence of their most recent assessments.

Target Setting:

End of year targets for every child in KS1 is created from their EYFS outcomes and is reviewed on a half termly basis. For pupils in KS2 their end of year target is generated using the knowledge of outcomes from EYFS and end of KS1. During pupil progress meetings - between class teachers, the head teacher, and assessment lead - end of year targets are reviewed accordingly. Pupils have met age appropriate expectations if they achieve a secure at the end of their current year. However, pupils may have met their end of year expectations and are not a secure – this would depend upon their early years and KS1 outcomes.

Support

During the pupil progress meeting, pupils who require additional support are discussed in great detail. These may include pupils with a special educational need or pupils who are classified as gifted and talented. The class teacher then plans for interventions to be implemented to assist in enabling a child to make their expected progress and to reach age related. These interventions are reviewed half termly or sooner dependent on pupil progress.

Marking and Feedback

Class teachers and support staff mark pupils' work in accordance with the school's marking policy (see separate policy). In addition, pupils' reading, writing, maths and science targets (as identified half termly through gap analysis) are an integral part of the dialogue between pupils and staff within class, and with parents during parent consultations in the autumn and spring terms. Regular feedback during lessons is important to ensure that pupils understand whether they are on track to meet their end of year target based on the learning of that lesson.

Pupils also have opportunities to respond to, revise and change their work through teacher, self and peer assessment. The learning objectives and tasks set are well matched to capabilities and children are involved in generating success criteria where relevant.

Planning, marking and feedback approaches can also be found in the monitoring policy.

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
- **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

4.3 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) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Each half term, following assessments, class teachers use their knowledge of the assertive mentoring assessment scheme to update their Pupil Progress Tracking Grid. For example, a pupil who is on track to achieve a secure at the end of the year will be colour coded as a green. If, however, the pupil is not maintaining his/her progress this will be yellow. If the pupil is falling behind this will be colour coded a red. The use of colours in this way is helpful when discussing pupil progress at half termly pupil progress meetings but also during year group moderation as at a glance progress can be easily seen using the different colours. The class teacher repeats this process for all his/her pupils in class. This forms the class teacher's assessment for reading, writing and mathematics over time. Teachers are not expected to enter data onto Target Tracker themselves.

A copy of Pupil Progress Tracking Grid is sent to the Assessment Lead/Head Teacher every half term, who is responsible for inputting the data received onto Target Tracker where data can be more easily analyzed with a focus on groups of pupils, for example disadvantaged boys. The outcomes of this analysis is closely monitored to highlight areas of focus.

Whole school data is shared with the Governing Body, SLT, Subject Leaders and teachers, as well as Ofsted/HMI and the CEO of the MAT as necessary.

In addition, class teachers use foundation assessment grids for all other subjects which are updated after a topic/half termly and forwarded to Subject Leaders.

Foundation Subjects

Each class teacher has an Assessment Folder and is expected to provide, on request, evidence of their ongoing assessment of the foundation subjects being taught. Monitoring of this will be ongoing, as part of the monitoring cycle. Outcomes of daily formative assessments will be recorded on curriculum planning as annotations.

Subject leaders will be responsible for gathering and analyzing their subject using the foundation assessment forms provided to them by the class teacher half termly. In this way Subject Leaders have an overview of the strengths and weaknesses in their subject. A copy of these are sent to the Assessment Leader to be kept on file. Assessment should be evident in all subject policies and assessment & marking opportunities identified on curriculum planning where relevant.

6 Reporting to parents

The school has a well-established system for reporting to parents. This consists of:

i) Autumn Term - parents are invited to attend a consultation evening with the class teacher where the child's progress is discussed and comments noted in a private interview and a core progress report is given. Reading and spelling ages are also shared with them at this point. Information shared with parents will include their child's attainment, attitude and achievements and will take the format of the Assertive Mentoring Pupil Profile Report.

ii) Spring Term – at the end of the spring term, parents receive a full written mid-year report which includes details of the child's achievements, attainment, attitude to learning, progress and future targets; a further consultation evening is offered to discuss the report in more detail prior to the summer term.

The mid-year report provides parents with information on how well their child has been doing and provides general comments on progress so far for all subjects as well as providing new focused targets for reading, writing and mathematics for the summer term. These targets are created from the gap analysis generated from the end of Spring term testing. In addition, the pupil's attendance record is provided to parents which includes the possible attendances and/or number of unauthorized absences for their child since September.

iii) Summer Term – parents are invited into school for an open evening to discuss their child's progress and/or to meet their child's new teacher. Year 2 and 6 parents are sent their child's SATs results.

The school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

7. 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.

8. Training

The Assessment Lead is responsible for ensuring that developments in assessment practice is shared with teachers on a regular basis. Termly assessment training will be given to staff as necessary to ensure there is a good understanding of assessment and assessment practice amongst all teachers. The Assessment Lead will also attend ECC Assessment Update Meetings held termly.

9. Roles and responsibilities

9.1 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

9.2 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

9.3 Teachers

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

10. Monitoring

Monitoring is cyclical. All teaching staff are given advance notice of monitoring. The Head Teacher is responsible for ensuring that monitoring schedule and expectations are shared with all staff.

The Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations,
- Book scrutinies
- Pupil progress meetings

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy

