

HEAVERS FARM AND SELSDON PRIMARY SCHOOL

ASSESSMENT POLICY

Updated October 2018

OUR APPROACH

Our approach involves teachers identifying the **key knowledge and skills pupils need** in order to be successful by the end of KS2 working backwards and thinking what this would look like, if students have mastered it in KS2.

This produces an **assessment framework** that allows us, and the pupils, to know what they've got to do to achieve excellence.

The identified key knowledge and skills form the **basis of our assessments**. This ensures that adults do not feel that they have to assess everything.

Our approach to learning

- Is focused on which **specific elements of the curriculum** an individual has deeply understood and which they have not.
- Is based on developing the key knowledge and skills required for **success in EYFS, KS1 and KS2**.
- Is based on our **high expectations** of all students.
- Is based heavily on formative feedback and allows all students to succeed
- Incorporates **summative assessment** to support this ongoing **formative feedback**.
- Is simple and **easy to understand** for staff, parents, carers, governors and students.

Our approach to 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 **senior leaders** who are responsible for assessment.

KEY PRINCIPLES

Assessment is at the **heart of teaching and learning** and will be used to provide evidence to guide teaching and learning. Assessment provides the opportunity for pupils to demonstrate and review their progress.

We believe that assessment feedback should **inspire greater effort** and that through hard work and practice, **more can be achieved**.

A wealth of educational research tells us that ongoing *formative* assessment is far more powerful than *summative* assessment in terms of enhancing learning.

Therefore, the **criteria** we have developed across the curriculum should be useful for teachers to use in a formative way, so that they can refer to these frequently throughout the year.

However, the **system of measuring' attainment**, which is set out below, is a **summative assessment tool only**. This should be used to take a step back to reflect on the 'big picture' of where a child is in their learning journey. These judgements will be made *no more frequently than once per term*.

To guard against the negative effects of summative assessment, such as effects on self-esteem, **these 'measurements' will not be used as part of a dialogue with pupils about their learning**. The measurements proposed are intended purely as a means for recording attainment in a tracking system, as a **management tool**.

Assessment outcomes provide **meaningful and understandable information** for:

- Pupils in developing their learning;
- Parents and carers in supporting children with their learning;
- Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- School leaders and governors in planning and allocating resources; and
- Government and agents of government.

KEY AIMS

Our assessment system aims:

To be **simple**, so that it can easily be understood at a glance by internal and external users of the data.

To provide users with **key performance indicators** about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to others, such as governors, the Local Authority and Ofsted.

To enable users to determine with confidence whether or not children are **on track to meet the expected standards** in the statutory assessments, which will take place at the ends of EYFS, KS1 and KS2.

The terminology used needs to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEND

METHOD OF FORMATIVE ASSESSMENT

Regular feedback against success criteria/WMAG/WIN is the basis of our formative assessment approach.

'Big picture' criteria can be useful for teachers when considering a pupil's next steps and giving feedback; however, a **good understanding of the success criteria/WIN/WMAG for the specific focus of learning** is the most useful basis for regular feedback to pupils.

We expect teachers to provide feedback to pupils **during each lesson** and record assessment notes on their daily planning documents.

We believe that teacher assessment, based on a **wide range of good quality learning experiences** during their day-to-day learning is the most effective form of assessment. All teachers will **teach the curriculum for their year group in depth**, using the National Curriculum objectives.

We are encouraging all teaching staff to **teach the curriculum for their year group in depth**, using the new National Curriculum objectives. Teachers take part in regular cross-school moderation of their formative assessments with their Year Group Leader, so that they can, **agree their judgements**. The leadership team regularly moderate these judgements.

METHOD OF SUMMATIVE ASSESSMENT

We use an approach to summative assessment based on each **age-related year**, within which there are several **steps**.

We administer a formal test in reading, GPS and mathematics at the end of each year. The results of these tests will form part of the final summative assessment at the end of the academic year.

HOW WE DETERMINE THE STEP WHICH BEST DESCRIBES A CHILD'S ATTAINMENT

These summative judgements are based upon the extent to which a pupil is showing a secure grasp of those skills, using a 'best fit' approach.

With the exception of children who have identified learning or Special Educational Needs, all children will be taught objectives from their age-related year group. Using the judgement of the teacher, children will be assessed using **four descriptors for each year group**. These are *Emerging, Developing, Secure and Greater Depth*). These count as one step each. Some children will progress more quickly through these steps in the autumn and spring terms; they will be assessed as either '*Emerging+*' and '*Developing+*'.

The expectation is that **all children will be working at least within 'secure'** for their year group by the end of each year.

THE BIG PICTURE OF OUR ASSESSMENT SYSTEM

Year 1					
Autumn		Spring		Summer	
1 EM	1 EM+	1 DEV	1 DEV+	1 SEC	1 GD

Year 2					
Autumn		Spring		Summer	
2 EM	2 EM+	2 DEV	2 DEV+	2 SEC	2 GD

Year 3					
Autumn		Spring		Summer	
3 EM	3 EM+	3 DEV	3 DEV+	3 SEC	3 GD

Year 4					
Autumn		Spring		Summer	
4 EM	4 EM+	4 DEV	4 DEV+	4 SEC	4 GD

Year 5					
Autumn		Spring		Summer	
5 EM	5 EM+	5 DEV	5 DEV+	5 SEC	5 GD

Year 6					
Autumn		Spring		Summer	
6 EM	6 EM+	6 DEV	6 DEV+	6 SEC	6 GD

Children working below their chronological phase can be assessed using the previous year group e.g. a child in Year 3 might be working at 2 Dev. We feel this language is preferable to saying they are ‘working at the level of a typical Year 2 child’.

Children working below Year 1 could be assessed using ***either***:

- EYFS Outcomes statements (e.g. 40-60 month statements)
- P-scales (*SEND pupils only*)

All teachers will **teach within the year group objectives** for the year group they are teaching.

Children who **end the year at the ‘Greater Depth’ stage** will still be expected to start the next year at the first ‘Emerging’ step for that year group. However, we would expect that they would move more quickly through the steps.

Children **who end the year just below the securing stage** for their year group will still be expected to start the next year on that year’s emerging stage. This will ensure that they quickly catch up to age-related expectation.

EARLY YEARS FOUNDATION STAGE

We establish a baseline assessment when pupils join the school in either Nursery or Reception. We do this to capture an accurate baseline of children's attainment as early as possible in the academic year. Progress for each child is measured from their individual starting point.

Pupils will be assessed **on entry to Nursery or Reception**. If the pupil attends one of our Nursery classes then the baseline will be assessed as soon as they join the Nursery. For pupils who join us from other settings in Reception, their baseline will be assessed when they join the class. **During the child's first 2 weeks** (10 days full time attendance), staff should immerse themselves in working, playing and interacting with the children so that they get to know them really well. Taking into account information from the home and /or preschool providers, teachers should then be well placed to form initial judgements of the pupils' attainment on entry.

REPORTING PROGRESS

Rather than reporting to students and parents whether or not they have achieved a target level (which is setting a ceiling on achievement), we focus on how they've done relative to their starting point, The expectation being that all of them should be striving for excellence.

These phases and steps are not designed to be used for discussion with pupils or parents, or in marking pupils' work, as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mindsets etc.

We use phrases, like the following, when reporting to parents:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus) Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)

USING THIS SYSTEM TO PRODUCE DATA

We produce data reports using Tracker+ software.

Attainment – the key attainment measures will be:

- The proportion of children working at age-related expectation
- The proportion of children working beyond age-related expectation

Progress – the key progress measure will be:

- Proportion of pupils making and exceeding expected progress

'Expected Progress' is 3 steps per year

'More than Expected Progress' would be either:

- Making **more than 3 steps** of progress in a year, *or*
- Finishing the year in the '**Greater Depth**' stage, i.e. curriculum content for that phase has been mastered and pupil is working on deeper extension work