

Assessment Policy



Adswood Primary School

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| Ratified by Governing Body on: | January 2024 |
| <i>M. Smart</i> Head Teacher | <i>J. Dancy</i> Chair of Governors |
| Governing Body Review Date: | January 2025 |

Purpose

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our children. It will set out the rationale and practical application of assessment at Adswood Primary School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 and the Adswood Primary School vision and values.

The purpose of assessment

We assess so that:

- Teachers can regularly and accurately review what children know, understand and can independently apply.
- Teachers can identify gaps in learning and plan differentiated and targeted learning opportunities that meet the needs of all children.
- We can identify children who are not meeting age related expectations or not making expected or better progress and provide quality, focused intervention in specific areas of learning.
- We can identify children who are exceeding age related expectations and provide quality teaching and opportunities for these children to be sufficiently challenged.
- We can provide parents/carers with clear and accurate information about their child's attainment and progress.
- We can provide useful data for analysis by SLT, staff and governors, which identifies the achievements of specific groups of children. This information can then inform decisions around whole school planning.

Assessment at Adswood Primary School

Assessment at Adswood Primary School follows the principle that assessment will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment should not seek to label children's achievements but instead identify areas where teaching is required so that quality and meaningful opportunities can be planned, in order to progress children's knowledge and understanding. Class teachers are responsible for the progress and assessment of the children in their class. Subject leaders are responsible for planning and monitoring assessment strategies for their subject area and assessment leads oversee and analyse the data and systems across the school.

The following diagram demonstrates the regularity and varying forms of assessment that take place over the course of each term.

Summative assessment:

Tests are used to collect information which can then be analysed and inform future planning. Inputted into Insight.

Statutory assessments

Insight:

Teacher assessments are recorded on Insight termly, based on judgements, evidence and moderation from assessment cycles

Assessments shared with

Monitoring:

Assessment leads interrogate and analyse data across the whole school using Insight and Perspective Lite

Subject leaders monitor and analyse assessment across their subject.

Governors monitor

Ongoing

Formative written and verbal feedback

Feedback/feedforward sessions

Internal / Cluster moderation

Raising Achievement Plans:

Termly meetings are held. The progress and attainment of cohorts, characteristic groups and individual children are analysed with SLT and class team.

RAPs are produced and reviewed

Teaching and Learning:

Targeted curriculum objectives are taught through a range of approaches and adapted to enable all pupils to access learning with an appropriate level of challenge.

Any gaps from previous assessment are addressed. Impact of intervention is

Formative Assessment:

Questioning, quizzes, observation, discussion, reflection and evaluation to inform next steps.

Planning:

Class teams utilise formative and summative assessment to inform and adapt planning

Formative Assessment

The vast majority of our assessment is formative, on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and next steps in learning. This kind of marking and feedback should be carried out in line with the school's Marking and Feedback Policy. At Adswood Primary School, we recognise through evidence-based research, that this element of assessment is the most crucial in enabling progress to take place. This assessment is shared between class teams during feedback/feedforward sessions.

EYFS

Assessment in the Early Years at Adswood Primary is gathered through daily observations, key group teaching and targeted play activities. The Foundation Stage practitioners have weekly assessment meetings so that all staff involved are working collaboratively to assess children, gather evidence and plan next steps. Teacher assessments are inputted into Insight each term, enabling progress towards GLD to be monitored.

KS1 and KS2

The 'Insight' tracker is at the heart of our assessment at Adswood Primary. It allows teachers to continuously assess and reflect on childrens' achievements and identifies gaps in learning which then enables teachers to plan targeted and adapted learning opportunities. Insight allows teaching teams to assess and record where each child is working at, in relation to Age Related Expectations. This information informs planning and adaptations to ensure children's progress. Insight allows school leaders to have an oversight over assessment data across cohorts to inform deployment of staff and resources and analyse childrens' progress.

SEND

Every child with Special Educational Needs in school has a SEND support plan, which identifies individual targets and details the provision in place to enable the child to access the National Curriculum. The SEND support plan enables us to monitor their progress against challenging, yet achievable targets, which in some cases may not be within that pupil's year group expectations, in which case children will be assessed against the Pre-Key Stage Standards (PKS). PKS are used as a reporting tool for some children at standardised testing points. It is also possible for a child to be dis-applied from statutory assessment due to specific circumstances and criteria.

Sometimes specialist assessments are required to identify specific areas of needs. The school works closely with inclusion and NHS services to facilitate this.

Summative Assessment

Insight offers recording opportunities for many forms of summative assessment. It is primarily used for reporting teacher assessments against the core subjects but it also allows recording of: foundation subjects, phonics screen check (both practice and statutory), reading ages, book bands, standardised test scores, PKS standards, and other assessments we would wish to record and track.

By gathering these judgments on a termly basis, we are able to monitor the progress made by all children and identify where additional support or intervention may be necessary.

Summative assessments for the core subjects are made at the end of each term (Autumn 2, Spring 2 and Summer 2) with the exception of Y6 who complete their SATs in Summer 1. The assessments are teacher judgements based on the children's ability to access their year groups objectives. The possible judgements which can be made are:

- Below
- Just Below
- On track
- Greater Depth

A 'greater depth' judgement would be made if a child is able to fluently access all taught content independently and then apply this in other contexts and across the curriculum. For example, if a child is able to recognise the need to use a specific age appropriate maths concept to solve a problem in a science lesson or if they use a grammatical function taught in literacy in a piece of writing during a history lesson without prompting.

An 'on track' judgement would be made if the child has repeatedly shown evidence of being able to independently apply taught concepts. This would indicate they are 'on track' to achieve the age related expectations at the end of the year.

A judgement of 'just below' would be made where a pupil is able to access the curriculum content for their year group, however may need prompts or scaffolding in order to apply the taught concepts accurately.

A 'below' judgement would be made for a child who requires their work to be adapted to an extent where they are not meeting the requirements for that year group's objective. The majority of children working 'below' will already have a SEND support plan in place and have additional targets to the national curriculum ones, such as targets to develop their engagement or emotional well-being. These children will also be assessed against the Pre-Key Stage Standards, in order to accurately track their progress and allow us to report an alternative attainment rather than a string of 'below' assessments which does not inform us of the children's achievements and progress. Where a pupil is assessed as 'below' but is not SEND registered, they will be identified through the RAP meetings and a plan of support or intervention will be implemented in order to accelerate progress for this pupil.

Progress Meetings / Raising Achievement Plans

Progress Meetings between class teams and the Assessment Leads take place each term, where 'Raising Achievement Plans' are set, reviewed and updated. Teachers are expected to present their class assessment data and open a discussion as to how the children they are accountable for are performing in relation to their targets and age related expectations. The SLT develops 'Raising Achievement Plans' for each class. This opportunity enables us to work together to identify individuals or groups of children that are at risk of not making expected or better progress and supporting those children by implementing strategies and interventions that reflect their individual needs. This, in turn feeds back into the next RAP meeting, where impact is discussed and reviewed.

Statutory Assessment

There is a statutory requirement for standardised testing at specific points throughout a child's education. The outcomes from these assessments must be reported to the Local Authority. The schedule of statutory assessments is as follows:

- Reception: Early Years Foundation Stage Profile
- Year 1: Phonics Screen
- Year 2: Phonics Screen retake
- Year 2: KS1 SATs (Non Statutory)
- Year 4: times tables check
- Year 6: KS2 SATs

Assessment leads use school, LA and national data to analyse, evaluate and respond to school performance in statutory assessment.

Communicating assessment with Parents/Carers

Parents/carers are welcome to talk to staff about their child at any time throughout the year.. In addition to this, we invite parents to attend a parents' evening at the start and end of each academic year to discuss their child's achievements and attainment. We hold parent/carer SATs, Phonics, Reading, Writing and Maths workshops throughout the school year where we share information about how they can support their child's learning at home. Written reports are given to parents at the end of the year which details their progress and attainments within the year. These reports also include, where applicable, the results from the statutory assessments.

The Role of the Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results.

Governors will provide challenge for the school and will meet regularly with subject leads to review progress. Subject leaders are also required to provide an end of year written report to governors.

Monitoring the Policy

This policy was written by Sarah Gee, in consultation with Michelle Smart and the staff and Governors at Adswood Primary School. The Assessment leads in school are Sarah Gee, Amanda Lennon and Emma Hulmes. They are responsible for ensuring that the Assessment

Policy is followed by all stakeholders across the school, under the direction of the Headteacher.