

# ASSESSMENT POLICY



Southbury Primary School

September 2024

## Assessment Policy

### Rationale

Assessment is formative, diagnostic, summative and evaluative and an integral part of all teaching and learning activities.

**“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”**

(Assessment Reform Group, 2002)

Recording and reporting of children’s progress and attainment is a statutory duty for all teachers.

There are two parts to assessment:

- **Assessment of Learning**, which is used to make judgements about attainment
- **Assessment for Learning (AFL)**, which is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

**Assessment of Learning** finds out what the pupils know at a point in time, whereas **Assessment for Learning** finds out what the pupils know and then plans the pupils’ next steps.

### Our Principles of Assessment

At Southbury, we believe that assessment is only purposeful if it leads to improved learning outcomes for all children.

Therefore, we follow eight main principles:

- 1) Assessment must be at the heart of all teaching and learning
- 2) Assessment must be fair
- 3) Assessment must be honest
- 4) Assessment must be ambitious
- 5) Assessment must be appropriate
- 6) Assessment must be consistent
- 7) Assessment outcomes must be meaningful and understandable
- 8) Assessment should inspire effort and hard work

#### **Assessment is at the heart of teaching and learning**

- Assessment guides teaching and learning
- Assessment allows children the opportunity to demonstrate and review their progress

#### **Assessment is fair**

- Assessment is inclusive of all abilities
- Assessment is free from bias

**Assessment is honest**

- Assessment outcomes are conveyed in an open, honest and transparent manner to assist children with their learning
- Assessment judgements are moderated by experienced professionals to ensure accuracy and consistency

**Assessment is ambitious**

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment uses objective criteria to create a pathway of progress and development of every child
- Assessment ensures high expectations for all learners

**Assessment is appropriate**

- The purpose of assessment is clearly stated
- Conclusions drawn are valid as the assessment is appropriate to age, task and feedback sought
- Assessment draws on a wide range of evidence to provide a complete picture of a child's achievement
- Records and procedures relating to assessment must be manageable and be practical to allow children, parents and teachers to plan future learning

**Assessment is consistent**

- Assessment judgements are formed according to common principles
- Assessment results are understood by all
- Our school's results are capable of comparison with other schools, both locally and nationally

**Assessment must be meaningful for**

- Children in developing their learning
- Parents in supporting their children with their learning
- Teachers in planning teaching and learning, justifying the time spent
- School leaders and Governors in planning and allocating resources and holding staff to account
- Government and the Local Authority plus others who hold the school to account

**Assessment should inspire effort**

- Assessment should inspire the belief that hard work and practice lead to greater achievement

**Our Key Aims**

The key aims are to:

- enable pupils and teachers to identify achievements together with areas which are proving difficult to understand or manage, and then to plan for future progress and good outcomes.
- assist with continuity and progression from the Foundation Stage to KS1 to KS2 to KS3
- meet statutory requirements

## Statutory Requirements

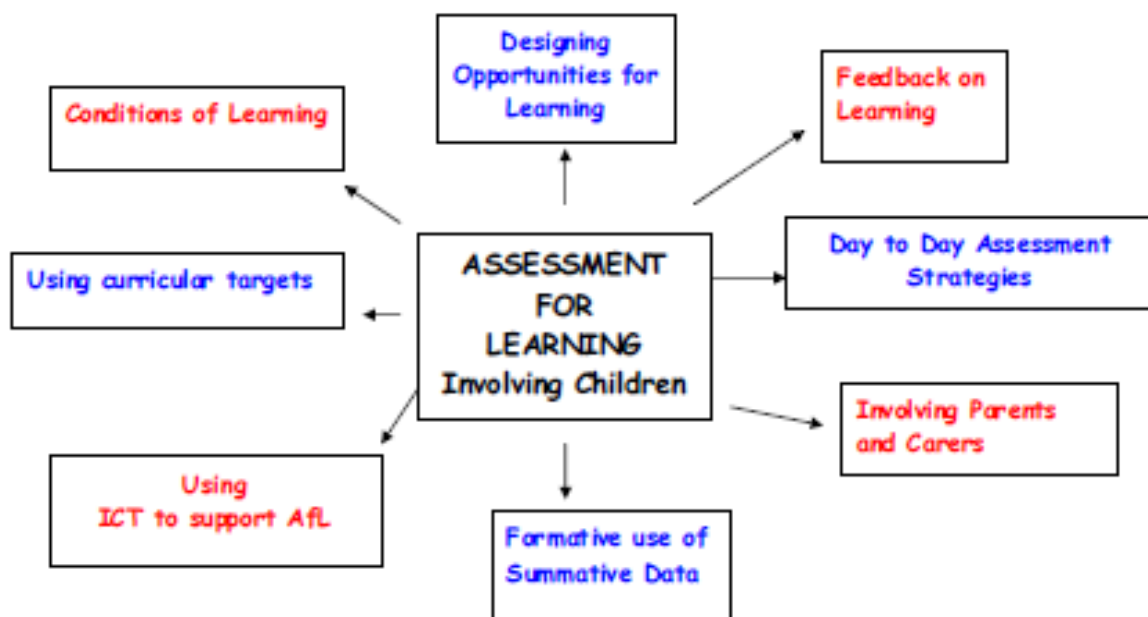
- A record must be kept of each pupil's academic achievements, progress and other skills which must be updated at least annually.
- The curricular record must include the results of statutory tests (Reading, SPAG and maths at KS1 and KS2) A record must also be kept of teacher assessment in Science and Writing at the end of Year 2 and Year 6
- When a child moves to a new school his /her records as above must be forwarded to the new school within 15 working days. This report identifies whether the children have met the expectations.
- A written report containing achievements and future targets for each pupil must be sent to his/her parent/guardian at least once per academic year.

In addition, it is a statutory duty for all teachers to keep a record of each pupil's progress and attainment. School Results for Early Years Foundation Stage, KS1 and KS2 must be published and shared with parents annually.

## Assessment for Learning (Formative Assessment)

Assessment for learning is on-going and integral to the teaching and learning process. It should provide feedback on learning and involve the pupils in self-evaluation, setting goals and being responsible for their own learning.

There are eight main features of Assessment for Learning.



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Within the school, children are encouraged to assess themselves and others. Through the use of self and peer assessment, they are able to identify areas of strength and areas for development (See Feedback and Marking Policy for further information and appendix 2)

## Tracking pupils progress throughout the year

At Southbury, we use the outcomes of assessment to help us improve teaching and learning. All children are assessed at half termly intervals against the expected criteria for their year group in Reading, Writing, Maths and SPAG. They are assessed after each unit taught for Science, History, French and Geography in the form of an end of unit assessment. Other topics (RE, PSHE, PE, Computing) take on a more formative assessment, assessing children throughout the topic. Each child is assessed on their ability to meet each criterion – and this is recorded as **“WB” (working below year group expectations), “WT” (working towards year group expectations), “WA” (working at year group expectations), or “WGD” (working at greater depth.**

Assessment judgements are recorded on the school tracking system (RM Integris) and are evidenced through observations; feedback and marking, independent work and tests. For those children exceeding the expected standards (working at greater depth), we provide more challenging work. For those working below or towards the expected standards, we provide support. SEND children are assessed against the criteria most appropriate for their age and stage of learning.

In addition, teachers make judgements on a child’s ability to apply their learning in a range of new situations, which we refer to as **“greater depth”**.

Greater depth denotes a focus on achieving a deeper understanding of fewer topics, through problem solving, questioning and encouraging deep thinking rather than accelerating through new content.

Assessment judgements are moderated by colleagues in our own school and in other schools to make sure our judgements are fair, reliable and valid.

### Feedback on learning

(See Feedback and Marking Policy for more information)

### Assessment of Learning (Summative Assessment)

In our school the children in years 1-6 take half termly tests in Reading, Maths and SPAG (See Appendix 1)

We believe the tests allow us to be consistent and objective across the school.

The results of tests are recorded within our internal management system alongside the overall judgement, which is shared with parents through Parent Consultations and reports. Summative assessment is used to help inform teachers’ own assessments. A triangulation of tests, evidence in books and teacher observations is used to establish an overall judgement. In addition, teachers make a judgement about greater depth (depth and application of learning) which is evidenced by children’s additional work (including home learning), greater breadth and deeper application.

### Our Annual Cycle of Assessment

In our school we have an agreed annual cycle of assessment to which all staff adhere. **(See Appendix 1)**

### How do we use and share assessment information?

We use the outcomes of assessments to summarise attainment and analyse progress for individuals and groups of children.

- Our teachers use this data to plan the learning for every pupil to ensure each child meets or exceeds expectations.
- SLT analyse the data across the whole school to ensure all children are making appropriate progress and plan programmes for those not meeting expectations. They also ensure all children are being suitably stretched.
- Information from assessments is communicated to parents termly during formal Parent Consultation Meetings. Teachers ensure that parents understand what their child has achieved and how they can improve further. Teachers give continuous feedback to children – both orally and in writing.
- Termly Pupil Progress Meetings take place between the class teacher and the Head and Deputy Head teacher. The progress of every child is discussed and their work is scrutinised. These are timetabled more frequently where progress is not adequate.
- Regular analysis of pupils' attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective planning, organisation and interventions.

### Roles and Responsibilities

#### **Class Teacher**

- decides on specific learning intentions and success criteria to meet the national curriculum objectives for their year group
- provides assessment information to inform feedback to pupils, to parents and to ensure pupil progress,
- assesses attainment, provides points of improvement (next steps) and sets individual, group and class targets for improvement
- administers school tests and national tests
- assesses pupils' progress on a day to day basis
- uses a range of assessment methods in line with school policy
- passes information and records to the next teacher
- identifies pupils in need of support and alerts the Inclusion Leader.

#### **Inclusion Leader**

- liaises closely with class teachers / assessment leader
- monitors progress against LSP and intervention programmes
- maintains SEND registers and provision maps
- analyses data regarding outcomes for SEND and Pupil Premium children
- organises specific assessment tasks and activities
- liaises with external agencies
- organises formal assessment for Educational Health and Care Plans (EHCP)

### **Assessment Leader**

- disseminates information
- generates an Action Plan in line with School Improvement Priorities
- ensures methods and procedures are all followed and used consistently
- determines a means of agreeing standards throughout the school in line with the New National Curriculum
- supports colleagues in identifying assessment opportunities and in using assessment information / data
- collates assessment data
- promotes the use of Integris
- analyses data for specific groups or cohorts
- agrees which assessment actions are administrative and which require a teacher's professional judgement
- ensures all leaders understand the data for which they are accountable
- ensures national tests are ordered, administered and marked or sent off for marking as required

### **Headteacher**

- meets statutory requirements and statutory targets (whole school level)
- disseminates information to Assessment leader
- oversees formulation of policies
- implements assessment policy and analyses whole school data for trends
- determines priorities in the School Improvement Plan
- communicates any specific staff developments issues to parents, governors on standards quality

### **Subject leaders**

- ensure curricular schemes of work and learning intentions are clear and matched to the requirements of their subject
- ensure methods and procedures are implemented effectively
- monitor plans to ensure assessment informs planning
- monitor levels of attainment / standards / rate of progress
- use data to make changes to curriculum - interpret and analyse to set targets
- report to the Leadership team and Governors on pupil outcomes and on the progress of their action plan
- generate portfolios of standards

## Appendix 1:

### Our Annual Assessment Cycle

Formal assessment is a systematic part of our school's work and is used to track the progress and attainment of each year group in the school. It is through an effective tracking system that the needs of every pupil can be met and allows the school to monitor pupil outcomes in order to raise standards.

The Assessment cycle at Southbury Primary School will include data from:

- Baseline in Reception (Autumn Term upon entry)
- Statutory tests – End of Key Stage Tests, Phonics Screening in Year 1.
- Half termly assessments in Reading, Maths, Grammar, Punctuation and Vocabulary, with a separate Spelling test. (In Year 1 however the English focus areas are all covered under one test)
- On-going arithmetic tests in years 1 – 6.
- Science, Geography, French and History assessments after each unit of work.

There are 6 key assessment points (at the end of each half term) however formative assessment is on-going. Assessment is seen as an integral part of planning and preparation which informs teaching and learning. Teachers are responsible for updating Integris half-termly whilst highlighting objectives achieved is a continuous process. These year group objectives are at the front of Maths and English books for years 1-6.



## Appendix 2:

An example of some of the self-assessment questions used to support children assess their learning. This is not an exhaustive list and there are many other questions children may use.

### Self-Assessment

What can I remember and understand?

How am I doing?

Am I learning in the best way for me?

What do I need to do to improve?

Where do I have to focus my attention?

Can I identify what I have to learn?

What are my strengths and weaknesses?

Do I know what to do if I am stuck?

How will I know if my work is good?

What is really making me think?

How am I going to make this improvement?