

# JWPA

## Assessment Policy

### February 2017

#### Background:

In setting out the rationale for the removal of levels, the Commission stated that:

*'Despite a wider set of original purposes, the pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sub-levels, rather than the programmes of study. Levels came to dominate all forms of assessment. Not only were they used for both statutory national curriculum tests and statutory reporting of teacher assessment, but they also came to be used too frequently for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages.'*

*'The Commission believes that this has had a profoundly negative impact on teaching and learning. Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment - formative assessment, in-school summative assessment and nationally standardised summative assessment - can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment.'*

#### The Principles of Assessment:

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- • Why pupils are assessed
- • What the assessment is intended to measure
- • What the assessment is intended to achieve
- • How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, LAC members, the Government and Ofsted.

## Our Approach to Assessment:

At John Wheeldon Primary Academy, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- Mini plenaries throughout lessons
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking, which may comprise scanning of work through to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book trawls to assess progress over a given period of time
- SEN Support Plan reviews of progress towards targets
- Assertive mentoring (Big Maths) / Accelerated Reader for gaps analysis to aid planning
- Half-termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

**Summative assessment** may take place at the end of a particular unit of work, or at the end of an academic year and informs teachers of how well children have understood and retained learning, and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- Termly PUMA (Maths) and PIRA (Reading tests)
- Assertive Mentoring maths scores
- Accelerated Read test results and reading ages
- SEN tests such as BPVS, NAR, BOXALL, PHAB to monitor and show progress
- Unaided pieces of writing
- Half term/end of term progress assessments, including tests
- Annual reviews for SEND children

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

This data is published in RaiseonLine.

### **Management and Evaluation of Assessment**

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil Progress Meetings are held with year group teams or individual staff each half-term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. Data is formally recorded half-termly.

The Assessment Policy has been created in consultation with SLT but the Principal and Deputy Principal are responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the LAC.

### **The criteria for its effectiveness are:**

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's progress, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum within their age appropriate curriculum
- How quickly underachieving children are identified and resulting actions taken
- Quality of cohort, class, vulnerable group data

As an Academy, children's work, marking and assessment is moderated within year groups, within key stages and across the school half termly. Where available, the school takes part in Local Authority moderation and works with other local schools to moderate in more depth.

### **How Assessment Outcomes are Collected and Used:**

Since January 2017, after working closely with other local schools, a new assessment tracking system was introduced, replacing previously used levels. As before, and as outlined above, assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children.

For Reading, Writing and Maths, pupil 'Can I...?' statements relating to the curriculum for their year are used, by children and teachers, to track progress. Whole class summary sheets are held by teachers and used as a mark book to track children's progress against

objectives. The expectations for the year group are listed, with the pupil names at the top.

- As the pupils demonstrate a skill once, possibly with the support of the teacher 'T' is awarded to the child.
- Once the child can demonstrate the skill with an increasing independence 'A' is awarded.
- The child can be awarded 'M' once they are able to demonstrate the use of the skill in other areas of the curriculum.

Teachers can choose to note these scores in a written form, updating the tick sheets termly, or **electronically update them continuously throughout the term**. This data is then entered onto Classroom Monitor at half-termly data collection points which will calculate each pupil's progress over that half term or term. Teachers moderate within year groups, within and across key stages to ensure consistency before the data is collated.

Anonymised data will be shared with the LAC who are responsible for ensuring effective pupil progress.

There are six collection points during the academic year. Children will be recorded as beginning, beginning +, developing, developing +, secure and secure+. After this time, they will be expected to demonstrate 'mastery' of their skills. Even if they begin to demonstrate further skills, they will not be graded in the following year's grades until they are in that year group as they need to address their age appropriate curriculum.

Progress towards the expected level at each checkpoint is as follows:

| <i>Period</i> | <i>Age Related Expectation</i> |
|---------------|--------------------------------|
| <i>Aut 1</i>  | <i>Beginning</i>               |
| <i>Aut 2</i>  | <i>Beginning +</i>             |
| <i>Spr 1</i>  | <i>Developing</i>              |
| <i>Spr 2</i>  | <i>Developing +</i>            |
| <i>Sum 1</i>  | <i>Secure</i>                  |
| <i>Sum 2</i>  | <i>Secure +</i>                |

Pupil Progress meetings take place half-termly to:

- Review how well individual and groups of children are progressing against the objectives set
- Identify objectives that need to be reinforced
- Identify children who are not progressing as well as they should.
- Discuss particular children and the effectiveness of any intervention
- Plan additional support e.g. a different intervention, referral to SENCO or Speech and Language Therapist.
- Review the effectiveness of Pupil Premium spending and amended where appropriate
- Review the effectiveness of interventions for children on the SEN register

The **Assessment Leader (Principal)** analyses data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the half termly Pupil Progress meetings.

Information is shared and discussed with the Senior Leadership Team. At key stage meetings, staff are updated on headlines of children's progress.

#### **Reporting to Parents:**

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Parents' Evenings and through end of year reports in the Summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year and at the end of the year to discuss the report. Information may also be used in SEN IEP reviews, PEP reviews and Annual Reviews for children with Statements of SEN or EHCPs.

In September, EYFS teachers assess children on entry to the Academy using a Baseline Assessment. This will be used to measure progress at the end of EYFS. The completed EYFS profile is used as a bench mark to measure progress at the end of KS1 and KS2.

Phonics screening results, end of Key Stage 1 results for Reading, Writing and Maths and end of Key Stage 2 results for Reading, Writing, Maths and GPS will continue to be reported to the Government. Key Stage 2 Reading, Maths and GPS will follow the new assessment guidelines from the NCA.

#### **Feedback to pupils:**

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written.

Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the Marking Policy.

### **Target Setting:**

Termly targets are set for individual pupils across the school. These are for Reading, Writing and Maths, but may also relate to additional areas, such as behaviour, attitude and independence.

Targets need to be:

- Specific
- Measurable
- Achievable
- Realistic
- Time related
- Evaluated
- Reviewed

Wherever possible, children should be involved with the target setting process, identifying new targets and discussing ways to achieve their targets. Targets can be individual or group targets in order to meet the children's needs.

### **Assessment of Foundation Subjects:**

Over the academic year, pupils will be exposed to the skills appropriate to age related expectations in each foundation subject. At the end of the year, pupils will be assessed as below ARE, ARE, or above ARE.

### **Ensuring teachers are able to conduct assessment competently and confidently:**

Assessment is discussed regularly at staff meetings and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible. The implementation of the marking policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement Plan.

### **Roles and Responsibilities**

#### **Assessment Leader: Mr Sutton (Principal):**

- Update the policy in the light of DFE advice and requirements
- Lead the development of the Assessment Policy
- In collaboration with the English/Maths Leaders, analyse internal data and give

areas for development

- Analyse KS1 and KS2 SATs results and tracking information
- Advise staff of outcomes of assessment
- Organise staff training ensuring development of practice
- Develop and help to monitor the Academy's Assessment Policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the Academy Development Plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Set challenging whole school targets
- Share RaiseonLine analysis with LAC

### English/Maths Leaders

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject
- In collaboration with the Assessment Leader, analyse internal termly/half termly data
- In collaboration with the Assessment Leader, analyse Key Stage 1 and 2 SATs results and tracking information in their subjects
- In collaboration with the Assessment Leader, advise staff of outcomes of assessment and strategies for development

### Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with Academy policy
- Report to parents in line with Academy policy
- In the case of Y2 and Y6, administer SATs tests in line with National Guidance
- Use Assessment for Learning (AfL) strategies in their lessons to challenge the children and continually move learning forward
- Give children guidance and feedback on their work through concise, developmental marking so they know how to make progress

### Senior Management Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data - as informed by the Assessment Leader in collaboration with the English/Maths Leaders
- Carry out half termly Progress Meetings with each year group

## SENCO

- Co-ordinate the identification and assessment of children with SEND
- Monitor effectiveness of interventions
- Track the progress of SEND children
- Lead interventions where professional teaching skills are necessary
- Give staff strategies for support of SEND children in the classroom or carry out intervention groups
- Stay up to date with available intervention schemes
- In collaboration with the Deputy Principal, co-ordinate TA interventions
- Monitor effectiveness of interventions
- Meet regularly with TA's to ensure the smooth running of interventions

### **Monitoring of the Assessment Policy:**

The Principal is responsible for monitoring the implementation of this policy. The SLT and LAC members use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

*Written: January 2017*

*To be reviewed: January 2019*

Date of adoption of policy 09.03.17

LAC member signatory \_\_\_\_\_

SLT member signatory \_\_\_\_\_