



## Assessment Policy

This policy must be read in conjunction with all other curriculum policies and applied by all members of staff, including HLTAs and TAs across all areas of learning.

### Introduction

Every teacher is equipped to make well-founded and accurate judgments about attainment and to plan the appropriate curriculum for each child. To provide a consistent and whole school approach to assessment. To enable appropriate teaching and learning that ensures all children to make at least good or outstanding progress.

### The principles of assessment

Rigorous and accurate assessment is a fundamental aspect of teaching and learning without which teachers are unable to plan appropriately challenging next steps in learning for each child in their care.

In our school the following 7 principles underpin assessment

1. Assessment is at the heart of teaching and learning.

- Assessment and pedagogy are inextricably connected. Assessment of pupils' attainment and progress is directly linked to the curriculum followed by the school.
- Assessment provides the evidence required to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.
- Assessment is an ongoing process. Throughout the year information rich activities and teacher assessments give teachers a clear picture of what each child can do.

2. Assessment is fair.

- Assessment is inclusive of all abilities.
- Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.



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- Assessment judgments are moderated by year groups, across the school and by the leadership team to ensure their accuracy.

### 4. Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives reflect high expectations for all learners.
- Assessment feedback inspires greater effort from each child and a belief that, through hard work and practice, more can be achieved

### 5. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated. For our assessment to be effective teachers must clearly tie that assessment to its purpose. Whilst designing our assessment protocols we have considered:
  - Why our children are being assessed
  - The aspects of learning which the assessment is intended to measure
  - What the assessment is intended to achieve
  - How the assessment information will be shared with other professionals, the child and parents
- Assessment will draw on a wide range of evidence to provide a complete picture of each child's achievement.
- Our assessment protocols will expect no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

### 5. Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- Our results must be capable of comparison with other schools, both locally and nationally.

### 6. Assessment outcomes provide meaningful and understandable information for:

- children in developing their learning;
- parents in supporting children with their learning
- teachers in planning teaching and learning.



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7. Assessment provides information that justifies the time and money spent in planning and allocating resources

### Assessment Practices

There are three broad overarching forms of assessment, each with its own purpose and all of which are used within the school:

- **Day-to-day in-school formative assessment,**
- **Periodic review assessments**
- **Nationally standardised summative assessment.**

#### Day-to-day in-school formative assessment

Day to day assessment against each day's learning intentions allows teachers to adapt teaching and learning to meet the needs of children.

To support the assessment of children's work in their books we must ensure that work is dated and that the learning intention is clearly written on the page, that the work is marked according to the marking policy and that the amount of support is clearly recorded.

At the end of each day, teachers reflect upon the observations of learning; this is when decisions about the following days' learning will be made. This professional reflection is key to ensuring each child makes the very best progress possible and that children do not fall behind in their learning.

Effective day-to-day assessment includes:

- using questions
- making observations of children during teaching and while they work;
- holding discussions with children;
- listening to children's conversations with each other
- marking
- photographs
- pupil's recording
- Valuing contributions and addressing misconceptions

These are used to guide teaching and learning and also provide evidence to inform in school summative assessments.



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### Periodic Review Assessments

These are assessments that allow teachers to look at the bigger picture of attainment and achievement and so identify longer term next steps and targets.

Periodic assessment also enables staff to monitor and meet the needs of groups of children by looking at the pupils' attainment and progress.

- Pupil Premium Children - is their attainment and rate of progress broadly in line with or better than the non-pupil premium children? If not, how are we closing the gap?
- Pupils with Special Educational Needs and Disabilities, are they making appropriate progress which closes any gap between their attainment and progress and that of their peers?
- More able pupils are identified through day to day and periodic assessment and we consider whether their progress is merely broadly in line with or, as it should be, better than their peers
- Higher attaining pupils are identified through day to day and, where appropriate, periodic assessment and we consider whether their progress is better than that of their peers as it should be.

These assessments are:

- Reviews for pupils with SEN and disabilities
- Termly assessments against the curricula that are followed in school
- Phonics phase screening
- Use of current and past phonics screening check
- Use of past SAT's papers or extracts from them
- Termly assessments using our schools documents, which include assessment of all foundation subjects at Key Stage One, allow teacher's to reflect on pupil's attainment and progress. This allows teachers to identify next steps in teaching and learning to allow children to reach their potential.
- Teacher's predictions of end of year attainment levels

### Nationally standardised summative assessments

- National Baseline assessment
- Early Years Foundation Stage Profile
- Year One Phonics Screening Check (Pupils who do not achieve the required threshold at the end of Year One will retake the test in Year Two)



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- National Curriculum teacher assessments at the end of Key Stage 1 using the teacher assessment frameworks
- National Curriculum tests at the end of Key Stage 1

Information from summative assessment is interrogated to support whole school decision making.

All teachers are expected to be familiar with the content of the current year's assessment and recording arrangements booklets, relevant to their year group, published by the Standards and Testing Agency.

### Evidence for Periodic and Summative Assessments

- Information is collected about all pupil's attainments from a range of sources, these include
  - Workbooks
  - Learning Journey Books
  - Use of past papers ( phonics screening check and Sat's papers)
  - Individual reading records
  - Guided Reading records
- Information includes examples of scaffolded work, investigations, cross curricular activities, independent work, pupil initiated activities and distant work.
- Throughout the school, Learning Journey books will be used to record in the form of photographs, planned observations and brief comments about observed/ collected events /comments that capture key moments in child's learning.
- Learning Journey books are:-
  - first and foremost an assessment tool
  - a record of events which could not be captured in any other way- a spoken comment or a child's action recorded in a photograph or written in the LJ
  - a place to record/keep aspects of day to day assessment about individuals.
  - a celebration of what children can do.
  - a place where the child and parent can choose to have successes recorded
  - a mix of guided and independent work (child or teacher initiated)
  - clearly different for every child.



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- Entries in Learning Journey books should include:-
  - at the least the month at the top of the page, preferably the date next to the piece to be included.
  - photographs ( usually wallet size that print 9 to a page) which identify what the child has learnt/ achieved ( they do not need a description of the picture or the activity the child has done e.g. X tasted pizza)
  - pieces of work with marking or labels which identify what the child has learnt/ achieved.
  - post it notes with comments from any observed key learning moments (by the teacher or teaching assistant/ other adult in the setting)
  - direct quotes from children -very informative
  - work, certificates or relevant photographs from home.
  - Termly Learning Journey reports and comments pages from parents.
  - child input- at least half-termly reflections, work that children have requested to be placed in their special book
  - a breadth of evidence from across the curriculum