



Assessment Policy

February 2021



Intent

This Policy outlines the purpose, nature and management of assessment at Boney Hay Primary Academy. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of their pupils.

Why we assess pupils?

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To have a consistent approach that measures school progress against national standards
- To gather information to inform teacher's planning so that teaching meets the needs of all children to ensure children progress
- To allow children to be involved in their own learning, knowing their achievements and what they need to do next
- To inform the Governing Body of the school's standards and achievement
- So the positive achievements of a child may be recognised and to highlight children who are exceeding learning objectives and who may need additional challenge (G&T)
- So that learning difficulties can be identified more quickly and appropriate help given
- To inform report writing/ communication with parents
- To aid transition between year groups/ schools

Implementation

How we assess pupils?

- Through observation - watching children on task
- Through pre-planned questioning/discussion with children
- Through photographing/videoing/audio taping work in progress
- Through the examination of children's written work
- Weekly testing –times tables & spelling
- Statutory formal assessments
- Standardised Testing

Assessment (Foundation Stage)

Baseline assessments are carried out during a child's first few weeks at school to find a starting point for the teaching of the curriculum.

Over the course of the year, practitioners build their knowledge of what each child knows and can do in order to make an accurate end of year judgement. Evidence should come from day-to-day activity in the classroom and can be drawn from a variety of sources.

Observational assessment

Practitioners can use observational assessment to understand children's learning. Practitioners watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of children's development in more than one area of learning. Many of the observations are recorded using the online journal Tapestry.

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the seventeen early learning goal (ELG) descriptors
- a short narrative describing the child's three characteristics of effective learning on the seventeen early learning goals.

When compiling the final EYFS profile, practitioners must review the evidence gathered in order to make a judgement for each child and for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS ('expected')
- not yet at the level of development expected at the end of the EYFS ('emerging')
- beyond the level of development expected at the end of the EYFS ('exceeding').

September	Autumn 2	Spring 2	June	Summer 2
NFER Baseline Assessment (from September 2021)	In-setting summative assessment	In-setting summative assessment	National Data Submission	National statutory summative assessment

Point in Time Assessments

Children complete half termly/ termly Point in Time Assessments and are awarded a standardised score (where applicable) after completing each assessment. This score enables the child to be placed in a 'band' of children achieving similar scores. These scores then provide a simple and clear way of describing where children are in relation to meeting the national expectations at the end of a year group or key stage. They support teachers in making a decision on a child's current stage of development and enable staff to better understand where focuses need to be placed in order to address underachievement.

Point in Time Assessments (Power Maths) used for Maths in Years 1-6

Maths Assessment:

- Half-termly Power Maths Tests (results are analysed using Power Maths Assessment Tool)
- Y2/Y6 – Termly past SATs Papers.

	Below	Working Towards	Expected	Secure	Towards Greater Depth	Greater Depth
Raw score/ percentage	Set by Power Maths after each set of assessments	Set by Power Maths after each set of assessments	Set by Power Maths after each set of assessments	Set by Power Maths after each set of assessments	Set by Power Maths after each set of assessments	Set by Power Maths after each set of assessments

Point in Time Assessments (NFER) used for Reading in Years 1-6

Reading Assessment:

- Y3/4/5 – NFER Tests Termly (results are analysed using NFER Analysis Tool)
- Y2/6 – Past SATs Papers Termly
- EYFS/KS1/KS2 where applicable – Phonics assessments regularly.

NFER Tests		All pupils scoring across this band are performing at a standard average.			
	Below average	Low average	Average	High average	Above average
Standardised score (Band):	70 - 84	85 - 94	95 – 104	106 – 115	116 – 140

Point in Time Assessments (RWI) used for Phonics in Years 1-2

Children in year 1, and where applicable year 2, will also complete a Read Write Inc. assessment.

Writing Assessment:

- Each pupil has an assessment sheet with the NC expectations against which staff record evidence
- 2 individual pieces of work (produced through Literacy Tree planning) should be assessed in this way each half-term (fiction and a non-fiction)
- SPAG Tests are taken termly in Year 6

Spelling Assessment:

- Teachers should test pupils each half-term on their success at spelling the common exception words applicable to their year group
- A record should be kept of these scores

Foundation Subject Assessments

The progress and attainment of children in other subject areas is tracked continually throughout the year using Not As We Know It assessment grids. After completing a lesson or series of lessons, teaching staff assess whether each pupil has achieved the learning intention for that subject. In addition to this, staff are expected to analyse all assessment information to identify strengths and areas of weakness to inform their future teaching. Pupil Progress Information sheets are completed at the end of each term identifying target pupils.

Roles & Responsibilities:

The **Principal** has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/ her academic potential.

The **Assessment Co-ordinator** will, with the assistance of the **SENCO** and the **Pupil Premium Leader**:

- Monitor progress and attainment of cohorts/ classes of pupils regularly
- Attend pupils progress meetings to hold staff to account - ensuring that class teachers are using information provided by assessments effectively to impact on progress and attainment
- Support class teachers to identify children who need support
- Identify groups which need support
- Identify staff or departments that need support
- Identify areas for whole school training
- Highlight differences in attainment between children from different groups
- Review how effective current targets and objectives are
- Ensure that assessments made are accurate by organising whole school moderation/ standardisation and support from subject leaders
- Keep a record of interventions

Subject leaders will:

- Have a clear view of how their subject is assessed throughout the school
- Monitor standards regularly through a rigorous monitoring program of: book trawls, pupil interviews, planning trawls, observations and through analysis of assessment information
- Will use the information collected from assessment to identify areas for development
- Act upon areas of development identified from analysis of assessment
- Keep Senior Leaders informed

Class Teachers are responsible for the implementation of assessment procedures. They should keep detailed records on pupils. Teachers should ensure that any assessment made is used to inform future planning/teaching and is relevant. Class teachers should make frequent, ongoing assessments, which they use to complete assessment grids. Class teachers are then responsible for updating Pupil Progress Meeting sheets on a termly basis based on their judgements of pupils' current level of achievement. Targets should be set with children on an individual basis and marking/feedback should inform children as to their progress towards meeting their targets. The class teacher should liaise closely with the Learning Support Assistants allocated to the class and give guidance as to the nature of any assessments that take place. The class teacher will meet with members of the SLT each term to discuss progress of individuals/ groups of pupils and to report on their next steps. It is the duty of the class teacher to report any concerns that arise from assessments they make to the SENCO / Assessment co-ordinator / Principal / Subject Co-ordinator as appropriate.

Learning Support Assistants will keep assessment records under the direction of the class teacher and/or SENCO for the children with whom she/he is working. The Learning Support Assistant should be aware of individual children's targets, particularly those with special educational needs, and discuss regularly with the child the progress that they are making towards reaching these targets and ways forward in which the child might achieve them.

Governors will monitor whole school progress data with the support of the Principal and Vice Principal.

SEND

Assessment should reflect the school policy on SEND. Any children experiencing difficulty in making progress in line with expectations for their age will have an IEP. IEPs are reviewed regularly, to enable pupils to progress.

If a child is working at a level significantly below that of their age group expectations, the class teacher in consultation with the Principal and SENCO can make the decision to set work and judge performance using a lower year group's tracking grid. However, these children must:

1. Be recognised as needing urgent intervention and be recorded as M or K on the SEN tracker
2. Receive additional support; this can be offered in a number of ways, for example, participation in target group within class, small group intervention provided by a classroom assistant, external support etc
3. Make accelerated progress to narrow the gap between their performance and ARE
4. Still be included in the cohorts tracking grids for attainment.

Vulnerable Groups

Information provided by analysis of assessment data is used to highlight pupils who may be falling behind or stuck. These pupils are then categorised as vulnerable. Other vulnerable groups include: free school meals; English as an additional language; summer births; looked after children and those of ethnic minorities. Any child who falls into a vulnerable group is monitored carefully to ensure that any necessary steps/ interventions are put in place quickly to enable pupils to progress.

Transfer of information:

When pupils move from one teacher to another, time is given for transitional discussion, where assessment information about a child is shared. When pupils move to another school, school does all it can to share assessment information with the new setting. Any sharing of assessment information is in line with GDPR.

Impact

Moderation

Regular moderation of work takes place each term to ensure consistency of assessment. Teachers meet in phase groups or in cross phase groups to analyse children's work against age related expectations or Early Years Foundation Stage Profile (EYFSP). Throughout the year, teachers in Reception, Year 2, Year 4 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. In addition to this, all teachers attend a SUAT moderation meeting to discuss the performance of their group and moderate judgements made across the trust.

Reporting to parents:

Parents are invited to attend a parents' evening each term at which staff discuss progress and targets for their child. In the summer term, parents receive a report on their child's progress during the academic year. Year 2 and Year 6 parents receive their child's National Curriculum assessments, giving both Teacher Assessments and SATs judgements. Parents are given the opportunity to discuss the contents of the report in the summer term parents' evening.

Accountability and Responsibility

Our Local Academy Council is responsible for monitoring the impact of this policy on outcomes for pupils at Boney Hay Primary Academy. They review assessment information via the Assessment Leader's reports, reports from Subject Leaders, interviewing staff and pupils about the quality of assessment and the Headteacher's reports.