The Stour Academy Trust
ASSESSMENT POLICY

Trust Mission Statement

The Stour Academy Trust has a clear vision to transform education. We value children's well-being and their education above all else, and put the needs of our children at the heart of all our decision making. Put simply – children come first.

Rationale:

The overriding principle of good assessment is that it should *be clearly tied to its intended purpose.*

There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

The principles and aims of assessment

Before making any assessment we must consider the following principles;

1. **What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?**

• *Is knowledge and understanding secure enough to move forward, or is further consolidation work or a different approach is necessary?*

• *Is a pupil able to demonstrate application of a skill with increasing independence or confidence?*

2. **How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?**

• *If this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class?*

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

• *Do I need to build in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment and where they need to target their efforts?*

• *Have I considered where it may be challenging for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupils understand their achievements?*

4. How will I ensure my approaches to assessment are inclusive of all abilities?

• *Can I find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents?*

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

• *For example: identifying which pupils to target for additional support or which areas of the topic to recap.*

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

• *Assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*

• *Providing opportunities for exploring a concept in greater depth before moving on to new work.*

7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

• *We do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher, pupil, parent or carer and keep it simple.*

• *We do not assume that formative assessment must be recorded using the same scale or terminology as summative assessment.*

<u>Principles of in-school summative assessment</u>

Before implementing any summative assessment we will be clear on the answers to the following questions;

1. Who will use the information provided by this assessment?

2. Will it give them the information they need for their purposes?

3. How will it be used to support broader progress, attainment and outcomes for the pupils?

4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?

6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

Arrangements for the governance, management and evaluation of assessment.

- Assessment procedures will be informed by the latest research and guidance into best practice.
- Everything contributing to the assessment of our pupils will be for their benefit and serve as a crucial feature of the high quality provision they should expect from The Stour Academy Trust.
- The Executive Headteacher, supported by the Trust Senior Leadership Team and subject Executive Leads will oversee the continued evaluation, and subsequent enhancement of, assessment at The Stour Academy Trust.
- Procedures will be reviewed at least on an annual basis and more often where necessary.

Detail about the approach to different forms of assessment.

Assessment for learning:

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice and requires active involvement by pupils
- Provides effective feedback to shape and develop teaching and learning
- Has an emotional impact by promoting self-esteem
- Is a key professional skill
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria, and encourages children to take responsibility for their own learning
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

It is expected that:

- All teachers are aware of all children's attainment and use data and prior learning to inform their planning and teaching.
- Target Tracker should be kept up-to-date and used to plan effectively
- All books (or those requested) to be presented at termly moderation or to subject coordinator when requested.

- Data must be compiled accurately and entered onto Target Tracker regularly during the term. It is the teacher's responsibility to check the accuracy of their assessments through termly moderation.
- Next-step targets should be challenging yet achievable, shared with the children, referred to in marking and celebrated when achieved.
- All staff to be aware of SEN needs and keep thorough, up-to-date records when necessary.
- Identified SEN children to be assessed using B-Squared to show smaller steps of progress.
- Children with SEN (and/or 1:1 support) are planned for in order to meet their individual needs.
- Teachers have a thorough understanding of how to support children to achieving any targets set out in an EHC plan and direct all adults appropriately.

Day-to-day in-school formative assessment

- Self and peer assessment
- Daily marking and written feedback
- Catch-up/stay-up
- Oral feedback throughout lesson structure including mini plenaries
- Targeted questioning based on development level
- Creation and review of Success Criteria/Steps to Success

Nationally standardised summative assessment
Arrangements for statutory assessments (EYFS, Year 1, end of KS1/2)
EYFS
Baseline:
Target Tracker to be used to record the children's baseline entry into Year R
Baseline Assessments to be completed by the end of Week 4, term 1.
Use Target Tracker to track progress towards making a GLD
EYFS to enter data into SIMS at the end of the academic year, following county moderations (internal or external).
SEN: Any child who is below 30 - 50s at the end of the baseline period to be added as a concern, with focussed support planned for. Any child well below to be referred to the SENCO.
·   On Term 2 Strategy form baseline will be recorded:
-         % children on track/on track but at risk
-         % children exceeding *(this will be repeated for PP, FSM, girls and boys)*
-         The same for T3 onwards
Phonics:

At least termly assessments using:

1. Phonics play phase assessments from end of EYFS, Term 1
2. Practise phonics screening tests (from EYFS T6)
3. Gap analysis for class and focus children of gaps in phonics practise test.
4. TLA to collect in assessments and gap analysis.

End of KS1 (Y2) Assessment 2018

Teachers to report 'informed' teacher assessment judgements for each child at the end of KS1-based on the standards in the Interim Frameworks:
- Pre-Key Stage 1-Foundations for the expected standard/SEN-P-Scales
- Working towards the expected standard (WTS)

- Working at the expected standard (EXS)
- Working at greater depth within the expected standard (GDS)

For Science (Y2):

- *Working at expected standard*
- *Not working at*

1. At the end of year, teachers to have evidence that a pupil demonstrates attainment on all of the statements within the standards and all the statements in the preceding standards to demonstrate that pupils have met a standard - secure fit not best fit!
2. Teachers must use a broad range of evidence from across the curriculum for each pupil
3. Sample SATs to be used in lessons as example questions/1:1 interventions
4. KLZ document to be filled in to show coverage and attainment within the science curriculum. Teachers provide an attainment score of 1-6 to indicate a below, expected or exceeding level of attainment. This is updated every term by the class teacher based on daily observations, formative assessments during lessons, a variety of outcomes and evidence in books.
5. Target tracker statements to be completed

READING (Y2):

- Make use of previous KS1 SATs tests in guided reading Y2
- Sample SATs Y2 to be used in lessons as example questions/1:1 interventions
- Past SATs be completed end of Term 2 and 4
- See Trust Reading Guidance for more information

WRITING (Y2):

- Writing is teacher assessed for end of KS1
- Spelling: teachers should refer to the spelling appendix (Y1 and 2) of the NC
- Children must write across a range of genres/subjects, including regular extended independent writing. Planning will clearly show the writing opportunities across the curriculum.
- Children must have opportunities to plan/draft/proofread their writing. However, there will not be whole lessons devoted to these. Each time children write, planning will be guided, modelled and scaffolded by teachers. All Y2 children onwards to have a jotting book (this does not need to be marked).
- Children must be given a choice of writing.
- Weekly annotations of plans to see which children Below/Above LO

EGPS (Y2):

- CGP test to be administered at the end T2 and 4
- Weekly annotations of plans to see which children Below/Above LO

MATHS (Y2):

- Make use of previous KS1 SATs tests in Y2
- Sample SATs Y2 to be used in lessons as example questions/1:1 interventions
- Past SATs be completed end of Term 2 and 4
- Weekly annotations of plans to see which children Below/Above LO

Materials to support end of year 2 moderation:

- Teacher assessment framework (2018-2019)

<u>End of KS2 (Y6) Assessment</u>

Teachers to report 'informed' teacher assessment judgements for each child at the end of KS2-based on the standards in the Interim Frameworks:

- Foundations for the expected standard
- Early development of the expected standard
- Growing development of the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

For Science (Y6):

- *Working at expected standard*
- *Has not met the expected standard*

1. At the end of year, teachers to have evidence that a pupil demonstrates attainment on all of the statements within the standards and all the statements in the preceding standards to demonstrate that pupils have met a standard - secure fit not best fit!
2. Teachers must use a broad range of evidence from across the curriculum for each pupil
3. Sample SATs to be used in lessons as example questions/1:1 interventions
4. KLZ document to be filled in to show coverage and attainment within the science curriculum. Teachers provide an attainment score of 1-6 to indicate a below, expected or exceeding level of attainment. This is updated every term by the class teacher based on daily observations, formative assessments during lessons, a variety of outcomes and evidence in books.
5. Target tracker statements to be completed
6. Weekly annotations of plans to see which children Below/Above LO

<u>READING (Y6):</u>

- Make use of previous KS2 SATs tests in term 5, end of term 4 in reading Y6
- Children working below the expected level to use CGP SATs Buster books daily
- Termly, use recent SATs papers set in test conditions (Earlier in the year, may be CGP) and complete a thorough gap analysis
- Weekly annotations of plans to see which children Below/Above LO
- See Trust Reading Guidance for more information

WRITING (Y6):

- Writing is teacher assessed for end KS2
- Evidence must include the KS2 EGPS test
- Spelling: teachers should refer to the spelling appendix (Y3-6) of the NC
- Children must write across a range of genres/subjects, including regular extended independent writing. Planning will clearly show the writing opportunities across the curriculum
- Children must have opportunities to plan/draft/proofread their writing. However, there will not be whole lessons devoted to these. Each time children write, planning will be guided, modelled and scaffolded by teachers. All Y6 children to have a planning book (this does not need to be marked)
- Children must be given a choice of writing
- By term 5/moderation, assessment frameworks to be highlighted for each child and a judgement of writing achievement made

EGPS (Y6):

- Termly, use recent SATs papers set in test conditions (Earlier in the year, may be CGP) and complete a thorough gap analysis
- Weekly annotations of plans to see which children Below/Above LO

MATHS (Y6):

- Termly, use recent SATs papers set in test conditions (Earlier in the year, may be CGP) and complete a thorough gap analysis
- Weekly annotations of plans to see which children Below/Above LO

Assessment details – all year groups

Writing: see above

Mathematics

- Test base test to be used at the end of term 2
- Gap analysis used to inform planning
- GL assessment tests in term 5 for Y1,3,4 and 5 (this gap analysis can be used to plan for term 6 and the results of the tests/analysis will form part of the handover)
- Interventions to be planned based on data and gap analysis in both term 2 and term 5

Reading:

- Suffolk reading age test to be used at the end of Y5 and for SENCO use where necessary
- Rising Stars reading tests Y1/3/4/5 at the end of term 2/4
- GL assessment tests in term 5 for Y1,3,4 and 5 (this gap analysis can be used to plan for term 6 and the results of the tests/analysis will form part of the handover)
- Target Tracker will be used to assess children's progress, by clicking LOs that have been achieved in the relevant colour in KS2

- Target Tracker will be used to assess children's progress through inputting summative assessment informed by fluency rubric, in class reading assessment sheets, concepts of print assessments, 60 word checks and running records
- Weekly annotations of plans to see which children Below/Above LO
- See Trust Reading Guidance for more information

Spelling:

- Rising Stars Spellings tests at the end of every short term and gap analysis to be completed and handed into TLA
- Spelling forms part of writing assessment (See above)
- Weekly annotations of plans to see which children Below/Above LO

Science

- KLZ document to be filled in to show coverage and attainment within the science curriculum. Teachers provide an attainment score of 1-6 to indicate a below, expected or exceeding level of attainment. This is updated every term by the class teacher based on daily observations, formative assessments during lessons, a variety of outcomes and evidence in books.
- Target tracker statements to be completed
- Weekly annotations of plans to see which children Below/Above LO

Computing

Throughout each term, teachers will assess the children on whether they have met the learning objective for each lesson using the Emerging, Expected and Exceeding terminology. At the end of the term, teachers can make an overall judgement of how the children found the unit as a whole.

Each unit will cover one or more attainment targets of the computing programme of study (E.g. The 'Making a Games Controller' unit covers *'design, write and debug programs that accomplish specific goals'*), ensuring that there is adequate coverage across the year. At the end of the year, teachers will be able to see which statements children have not quite met, which will inform planning for the next year.

This means that by the end of Year 6, children would have been given the opportunities to visit each attainment target multiple times and leave the school with an Emerging, Expected or Exceeding grade.

Creative Curriculum (Geography, History, Art, Music and Design Technology)

- Termly Assessment Sheet **-** highlight the national curriculum objective when achieved. Reviewed every term and uploaded onto KLZ
- Base judgments on a variety of evidence based from observations, digital recordings, books, and class books.
- Note those working below and above to plan for accordingly
- At the end of the year, pass on the completed sheet to the next teacher
- Record practical lessons on film for assessment e.g. music composition mid-way through the process and at the end.

Guidance for PE assessment.

Teachers:
- As you are teaching, be aware of the assessment criteria by using the SoW.
- Ensure that the children have sufficient opportunity to play the game, perform the routine, so that they can demonstrate the objectives they are emerging, expected or exceeding at.
- Highlight what they can do over a period of time, (i.e. you want to see that they can do this at least three times to make a sound judgement).
- Ensure that if you observe children that cannot achieve a lesson objective, this should inform your future lessons.
- Assessment can be done through summative assessment from the teacher or the TA, self-assessment from pupils, peer-assessment between pupils, images and video playback can be used from camera/iPad usage, comparison to videos of elite athletes completing task or any other class based assessment that works for the teacher.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently.

- Regular CPD will be provided for staff members in best practice of both formative and summative assessment.

- The Deputy CEO, Headteacher, Lead Practitioners and Assistant Headteachers will oversee the use of assessment and as such will be available to support staff members at all times, should the need arise.

Moderation

The process of moderation is an essential part of a robust assessment system. Teachers are involved in moderation of EYFS, and core subjects in KS1/2 in the following ways:

- With colleagues in school during year group meetings
- With colleagues in school during professional development meetings
- With colleagues from the collaboration (twice termly timetabled sessions)
- Via attendance at statutory LA meetings
- Via LA representatives coming into school for moderation

Teacher assessment at the end of the term:

Teachers are to use all of the information (summative, formative and moderation) to assess each child at the end of terms 1,2,4 and 6. The Trust is using Target Tracker:-

The teacher must decide to what extent the child is achieving the objectives of their age appropriate curriculum at that time. The language we use to do this is, *below, on track* and *above.* The language is the focus, not the numerical value assigned in the table above. When the teacher is sure that the child is, for example, on-track, a numerical value is assigned.

Transition

We plan for transition very carefully (see transition policy), devoting development day time for sharing information/data as well as teachers spending time with their new class prior to the end of the year.

Records and information are also passed on from one year group to the next at the end of the Summer Term -

Writing books
Maths books
Reading folders
End of year assessments
End of year reports
Handover document
SEN folders (including provision maps, health care plans, IEPs, IBPs, pupil premium support plans, outside specialist reports etc)
SEN resources eg workstations, ear defenders, wobble boards, wedge cushions etc
Gap analyses from testing

All plans saved on KLZ

Reports

Parents receive a summary report of their child's achievement each term. We follow the statutory guidance as set out in the Assessment, Recording and Reporting Document.

Each report details the child's academic attainment with reference to the Early Years Foundation Stage Curriculum/National Curriculum as well as recognising personal and social development and achievements, setting future targets and reporting on attendance. The report in term 6 will include a more detailed comment regarding the child's development and attitude to learning.

Parents/carers are offered the opportunity to discuss their child's report at parent consultation evenings held in October and February.

Differentiation Strategies:

It is important to note that differentiation does not mean 'different work' but instead refers to the wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible, provide challenge and allow pupils to progress within their lessons.

The Trust's Policy is that children are not sat in ability groups and work follows the 'Self-differentiation' approach where children select the work they will complete and all children are challenged. It is an important value of the Trust that differentiation not be used to 'straight-jacket' children and hinder them from achieving above what may be expected. See self-differentiation guidance for more information.

Each day, during and following lessons, the teacher will quickly assess the children's understanding and to what extent the learning objective has been achieved. When small numbers of children are identified as not having achieved the learning objective they will be given focused support on the same day, usually at 1pm. This 'Catch-up/Stay-Up' approach is

usually facilitated by the teaching assistant and additional tasks, observations and comments are recorded in the child's exercise book.

The Assessment Cycle:

(Pupil Progress Meetings)

All meetings related to pupil progress are collaborative Trust meetings and attendance is not negotiable.

Agenda for reporting pupil progress:

Step 1. **Regular, ongoing assessments** (referenced on weekly plan)

Step 2. **Moderation week** (6 X per year)

Prior to the 'whole – school' moderation, teachers are expected to moderate their own books with their year group partner or TLA.

The moderation of English and Mathematics will involve all year groups. All teachers are expected to take an active role in the moderation of work during this meeting. When issues are raised about judgements by a teacher a whole class moderation will be undertaken by the subject coordinator, Deputy Head and Headteacher. The assessment given by this group will be entered into Target Tracker and reports. Year 6 teachers will moderate alongside Year 7 colleagues (from 'the Abbey School')

Step 3.   **Entry of data on tracking system and completion of Strategy Form-See Data Cycle document**

Step 4.   **1:1 meetings with Headteacher and/or Deputy Headteacher-** first week of every term: to scrutinise class data, check assessments/book looks, ensure accountability and opportunity to discuss performance management targets if appropriate**.**

Step 5.   **Pupil Progress Meetings,** final week of every term facilitated by TLA.

REVIEW DATE: September 2019