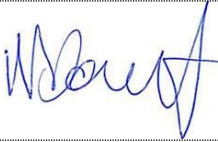




# Assessment Policy

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**November 2018**

<b>Signed (Chair of Trustees):</b>	
<b>Date:</b>	<b>November 2018</b>
<b>Date of Review:</b>	November 2019

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **Aims and Objectives**

We believe assessment is fundamental to extending and challenging children's learning so they can reach their full potential. Our aim is to use assessment as a key component to raise pupil achievement. It is integral to high quality learning and teaching and helps ensure that teaching is pitched appropriately to enable our pupils to make at least expected progress and indeed beyond. Regular on-going assessment determines the next steps in learning and enables teachers to match work to pupil needs to ensure they are challenged and supported.

## **Our Method of Assessment**

Assessment serves many purposes, but the main purpose of assessment in our school is to underpin the dialogue between teachers, parents and children to plan their next steps in learning.

We also use the outcomes of assessment to evaluate the quality of the teaching in our schools, meet the teaching standards and to help us improve. We work across schools in our Trust and the Local Authority and, using external tests and assessments, we compare our performance with that of other schools.

In Reading, Writing, Mathematics and Science we assess children against **Performance Indicators** which are discrete, qualitative and concrete descriptions of what a child is expected to know and be able to do by the end of the year or phase (two years).

Key Performance Indicators are derived from the Trust's programmes of study and the National Curriculum. The achievement of each child is assessed against the relevant criteria on a half-termly basis and is described as Emerging (E), Expected (EXS) and Greater Depth (GDS). Those children who are secure in the expected standards will begin to apply their skills in contexts that broaden and deepen their understanding, allowing them to immerse themselves in mastering the topic, adding real depth and breadth of understanding in a range of contexts.

Assessment judgments are recorded and supported by a body of evidence created using pupils' work, on-going observations, self and peer-assessment and testing. Assessment throughout the schools is only effective when there is a shared all schools agreement and understanding of standards, expectations and pupils' achievements. Through regular moderation meetings and training, teachers have the opportunity to reflect on and discuss samples of pupils' work from a range of contexts. Teachers share, discuss and moderate Reading, Writing, Mathematics and Science termly in-house and across the Trust and the Teaching School Alliance to make sure our assessments are fair, reliable and valid.

As a result of this process the school is creating agreed portfolios of work exemplifying standards and expectations for each year group in English and Mathematics.

Year groups meet weekly to discuss, develop and share:

- Agreed objectives and success criteria.
- Marked work in order to develop shared expectations of performance.
- Pupil performance to ensure progression.

Pupil progress meetings are held termly to ensure children are progressing towards the expected standard in their year group. This meeting is held with the Headteachers.

## **Formative Assessment**

Formative Assessment is an on-going process where teachers are making everyday assessments of children's achievements. These assessments, whether based on observation or performance tasks, are recorded through feedback, annotated samples or teacher records that inform future planning and teaching. Formative Assessment is

an integral part of learning and teaching and as a diagnostic tool it can inform and guide the teacher as to what issues need addressing before a pupil can make further progress.

On-going assessment is carried out by teachers both formally and informally during a unit of work. The results of these Formative Assessments are used to amend and create teaching materials and strategies immediately following the assessment.

To ensure that children have ownership of their next steps, pupils self-assess and peer-assess against success criteria. This assessment is usually presented as What Went Well (WWW) and Even Better If (EBI).

Marking, questioning and feedback given by the teacher is carefully planned and recorded to ensure the child knows how to progress. Children have time to reflect on and respond to teachers' feedback and make the needed corrections to their work.

Teachers use a variety of strategies to review progress, identify misconceptions and inform them about their pupils' current level of understanding and progress in a lesson, including:

- Observation and analysis of work.
- Sharing learning outcomes and success criteria.
- Mini whiteboard work.
- Traffic light progress cups and understanding cards.
- Targeted questioning.
- Use of 'lolly sticks' for random questioning.
- Feedback that links to the success criteria.
- Discussion and partner talk.
- Promoting peer and self-evaluation.
- Identifying next steps to inform planning.
- Using targets in books effectively.

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts.

### **Summative Assessment**

Summative Assessment takes place at different points in the child's primary school career.

In **Year 1** the children carry out a phonics screening check, which assesses their phonics progress. This test can be re-administered the following year for those children who do not pass in Year 1.

In **Year 2** the children complete end of key stage SATs assessments in Mathematics, Reading, Spelling, Grammar and Punctuation. The tests are marked by the teachers and results are supported by teacher assessment. Writing is assessed internally by the teachers.

In **Year 6** children undertake end of key stage two SATs assessments. These Mathematics, Reading, Spelling, Grammar and Punctuation tests are marked externally. Writing and Science is assessed internally by the teachers. In addition to test results, children are also assessed using teacher assessment.

Teachers assess pupils' achievement in Years 1, 3, 4 and 5, using their knowledge of a pupil's work over a period of time and across a range of contexts to balance different aspects of a pupil's performance.

The Senior Management Team identifies and supports those individuals and/or groups who are identified as underachieving. Areas for development are clearly shown for the individual, identified group (e.g. girls/boys) class or year group. Through intervention, gaps are closed and progress of groups is enabled.

### **Record Keeping**

Each class teacher has an assessment folder, which contains:-

- Results of foundation stage learning goals.
- Levels of attainment for English, Mathematics and Science (termly).
- Year group data identifying those below, on and above target
- Pupil tracking sheets.
- Year group data identifying progress of groups (gender, ethnicity, SEN and term of birth).
- A copy of expectations for each year group and class/year benchmarks.

Data analysis forms the basis of action planning for children who may require additional support. The school follows a research model approach to accelerating progress where data is used to inform teaching strategies and intervention programmes for targeted children.

The Headteachers and Inclusion Managers ensure that individual pupil's intervention is appropriate and that progress is regularly monitored and evaluated.

### **Assessment in the Foundation Stage**

Assessment in the Foundation Stage consists of tracking achievement alongside development matters and early learning goals within the children's profiles. This is done through regular observation, record keeping and assessment during sessions. Achievements are recorded and samples of work are collected where appropriate. An on-entry assessment is carried out in the nursery and progress is measured across the Early Years Foundation Stage.

### **Reporting to Parents**

Parents are kept informed of their child's attainment through termly Parents' Evenings where parents are able to view children's work and discuss progress and termly pupil progress report cards. Should a child's attainment be causing concern at any point within the academic year parents will be invited to discuss the situation with the class teacher.

In accordance with national requirements, a written report of pupil progress will be prepared and sent to parents during the spring term. Parents will have the opportunity to discuss the report with the class teacher and a copy of this report will be kept in the pupil's school record.

### **Monitoring and Evaluation**

The Executive Principal, in liaison with the Senior Leadership Team, oversees the effectiveness of learning and teaching throughout the school. All information is discussed to identify and promote good practice and to highlight areas for development.

The class teacher is responsible for:

- Ongoing Formative Assessments and marking.
- Moderating judgements.
- Termly completion of class records.
- Weekly evaluation of planning and sharing work to make comparisons of attainment.

- Liaising with parents.
- Compiling the annual report to parents.

Middle leaders are responsible for:

- Overseeing the use of data to inform subject planning.
- Monitoring teaching and outcomes in books.
- Identifying subject attainment against class targets and trends.
- Inducting new members of staff into marking, assessment and recording processes at school.

Senior Leadership Team is responsible for:

- Analysing teacher assessment data against class and year group targets.
- Identifying attainment trends in relation to vulnerable groups.
- Interpreting data to recommend support strategies for improvement.
- Disseminating good practice.

The Headteachers are responsible for:

- Overseeing the implementation of the assessment policy.
- A whole school overview in planning, assessment and observation.
- Co-ordinating moderation across the Trust.
- Generating the data for teacher assessment analysis.
- Ensuring data is shared with all co-ordinators to support school evaluation and improve planning.
- Monitoring targets which have been set for individuals or cohorts.
- Ensuring support is present to enable set targets to be met.
- Ensuring that all statutory assessment requirements are met.
- Leading assessment INSET.
- Ensuring all new members of staff are secure with assessment procedures.
- Reporting assessment outcomes to Governors.

The Local Governing Body is responsible for:

- Ensuring that policy procedures are in place.
- Ensuring that assessment procedures are carried out robustly and data analysis forms the basis of target setting and school evaluation.
- Ensuring that school assessment informs and raises standards in attainment.

### **Monitoring and Review**

The Executive Principal monitors the effectiveness of this policy on a regular basis. They also report to the Trust on the effectiveness of the policy and, if necessary, make recommendations for further improvements.