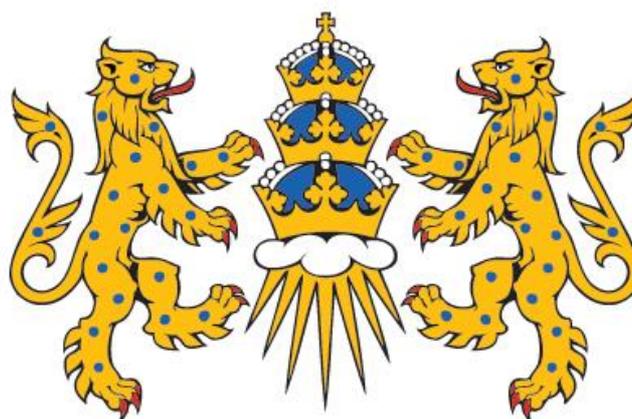


# Assessment Policy



Drapers' Maylands  
Primary School

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### 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

### 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

### 3. Principles of assessment

Assessment in our school is at the centre of teaching and learning so that we can provide the best possible learning opportunities and highest level of support for all children.

Our assessment aims are:

- To enable our pupils to demonstrate what they know, understand and can do
- To allow teachers to plan for learning that accurately reflects the needs of each pupil
- To help our pupils to understand what they need to do next to make progress and achieve
- To provide regular information for parents and carers to enable them to support their child's learning
- To contribute towards accountability data
- To support good transition so that the learning journey is built upon at every new stage of learning

## 4. Assessment approaches

At Drapers' Maylands Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum and the National Curriculum. Through working with other schools and using external tests and assessments, we are able to compare our performance with that of other schools.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

We assess pupils against assessment criteria which are short, discreet, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. The age-related expectations for the National Curriculum are taken from the same document for each year group to ensure consistency. (Focus Education)

We use the terms, beginning, beginning +, within, within +, secure, secure + from Target Tracker to assess each pupil from Key Stage 1 and Key Stage 2. In Early Years Foundation Stage (EYFS) we use Development Matters during the autumn and Spring Term and then the EYFS Profile for areas of development. We measure attainment according to Age Related Expectations and Greater Depth guidance.

We celebrate achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.

### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents and carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of strategies are used in school to assess knowledge, skills and understanding. For example: marking and feedback in books, verbal feedback and questioning, self and peer-assessment, observations of pupils' learning.

Formative assessment is highly valued as the most effective to identify and address gaps and misconceptions, promote reflective learners and encourage pupils to be effective in their assessment of skills and understanding.

The recording of formative assessment is through VF in books and through reflective recording on planning for practitioners. Observations of learning are made regularly by practitioners and form the next steps planning for all learners. In the Early Years Foundation Stage, observations form most of the recording of assessments for all practitioners.

Formative assessment provides teachers and practitioners with an understanding of the acquisition of creative ability, problem-solving skills and reasoning. It is instrumental in identifying pupils who are working at greater depth or have the ability to do so. Formative assessments build a picture of an individual's progress and attainment and provide most of the evidence towards the summative teacher assessments.

### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents and carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

The Assessment and Mileposts document is a calendar of summative and formal assessments for the academic year. It includes statutory assessments, baseline and end of term testing and reviews for pupils with Special Educational Needs.

Summative assessments provide useful information to support teacher assessments and comparison to national standards. Commercial tests are carefully chosen to meet the requirements of this policy and the delivery of the tests are sensitive to the age and stage of development of the pupils. Adaptations for the testing are in place in line with statutory guidance so that our pupils are well prepared. End of term test results remain internal and are used only as a tool to support teacher assessments or to identify areas for development and support.

NFER Baseline assessments are used in Early Years Foundation Stage to provide percentile and age-adjusted scores which are useful for long term targets. The end of term assessment tests are SATs style to ensure that our pupils become familiar with the layout and style of statutory tests and enable teachers to identify gaps in learning and individuals who would benefit from support.

Subject tests, for example for Computing and Science, are useful tools to support teacher assessments for age-related expectations.

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics Screening Check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

## 5. Collecting and using data

Pupil Progress meetings take place termly to share summative assessments and discuss areas for development and actions to address these. Half-termly reviews track the progress of individuals and allow for interventions and planning to ensure that the needs of individuals are met.

Progress towards Age Related Expectations for most pupils and progress in line with peers for those with different starting points, for example with Special Educational Needs, are measured each half term. The attainment for Age Related Expectations and Greater Depth is measured against baseline and ongoing assessments.

Assessments are recorded on Target Tracker every term and analysis of the results is used to inform school systems and appraisal. The information for assessments is taken once and used many times. Teachers and practitioners are not expected to provide attainment data more than once per term.

Data gathered from assessments is shared with governors, the MAT, external advisers and OFSTED. The summative data is underpinned by ongoing formative assessments which are tracked regularly in school to ensure that progress towards mileposts, and ultimately targets, is met or addressed immediately. The purpose of assessments is to ensure that all pupils make good progress from their starting point. Information shared within school and with parents and carers is used to support learners.

## 6. Reporting to parents

Consultation meetings with teachers are held at the beginning of each term for parents and carers. Age-related expectations and information regarding their child's progress is shared with an opportunity to provide feedback from the previous term's mileposts. It is important that a partnership between the school and home

ensures that expectations and progress are shared and that a parent or carer is able to support at home with understanding of age-related expectations.

The information from the three meetings and a written summary of progress is compiled, along with statutory reporting as required, to complete an annual written report. In this way, information towards the summative report has been shared throughout the year, with parent and carer involvement in partnership. The individual termly milepost documents are detailed by teachers so that the annual report requires one page summative document during the summer term.

School reports focus on the aspects of learning called the Characteristics of Effective Learning from the Early Years Foundation Stage: Motivation, Engagement and Critical Thinking. Through the commentary of these characteristics all subjects are briefly detailed and other activities which form part of the school curriculum, including Forest School. Mileposts set each term highlight areas for development and specific reference is given to English and Mathematics for each termly consultation report. The summer term written report also includes an attendance record detailing absences and attendance percentages. This is taken from SIMs.

Following the written report in July, parents and carers are invited to celebrate their child's year with an open afternoon. They are invited to discuss the report with their child's teacher during this time or with a separate meeting as requested.

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **8. Training**

Continuing Profession Development opportunities are offered to staff to enable the most effective assessment practice. Moderation meetings are frequently attended in school, with local schools and with schools from other boroughs and areas.

The School Assessment Leader is the Principal. Training for staff includes leadership cluster meetings and in-school presentations. The sharing of good practice across the Multi-Academy Trust is encouraged. To remain up to date with good practice in assessment, information from research and other reputable sources is shared with staff.

## **9. Roles and responsibilities**

### **9.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Taking part in the monitoring of standards across the school

### **9.2 Principal**

The Principal is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed annually by the governors responsible for the Outcomes for Learners. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Trudy Spillane (Principal) is responsible for ensuring that the policy is followed.

Trudy Spillane (Principal) will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson Observations
- Book Scrutinies
- Pupil Progress Meetings
- Adviser visits

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Teaching and Learning Policy
- SEN/D Policy

### **11.1 Procedures**

- Feedback and Presentation Procedures
- Marking Writing procedures