



# Assessment Policy

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## Statement of intent

At South Ascot Village School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - Specific
  - Measurable
  - Achievable
  - Realistic/relevant
  - Time bound
- Acknowledging achievement.
- Working with other agencies as needed.

## Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report<sup>1</sup> and DfE guidance on assessment and accountability reforms for primary schools.<sup>2</sup>

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<sup>1</sup> DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'

<sup>2</sup> DfE (2014) 'Reforming assessment and accountability for primary schools'

## **1. Legal framework**

- 1.1. This policy has been created with regard to the following DfE guidance:
  - DfE (2014) 'Reforming assessment and accountability for primary schools'
  - DfE (2017) 'Primary assessment in England'
  - DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Key roles and responsibilities**

- 2.1. The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.
- 2.2. The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 2.4. The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- 2.5. The SLT are responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Passports (ILPs) for pupils if required, and judging the effectiveness of the provision, using local, national and school level assessment data.
- 2.6. The SENCO is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 2.7. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 2.8. All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.
- 2.9. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 2.10. Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

### 3. Training of staff

- 3.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 3.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.
- 3.3. Teachers and support staff will receive annual training as part of their development.

### 4. Definitions

- 4.1. South Ascot Village School accepts the following definitions for the purpose of this policy:

“**Assessment**” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**Summative assessment:** Activities which assess final achievement at the end of the year.

**Individual Learning Passport (ILP):** An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

### 5. Types of assessment

- 5.1. South Ascot Village School acknowledges that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

5.2. Types of assessment carried out include (but are not restricted to):

- verbal feedback,
- learning conversations,
- self-assessment,
- peer assessment,
- group assessment,
- targeted questioning,
- assessment of exemplar work
- written feedback that links to assessment criteria,
- use of examination materials.

5.3. Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective,
- self-evaluation reviewing successes and areas for improvement
- highlighting or annotating pupils' own or a peer's work to demonstrate appropriate features or use of criteria.

## **6. Scheme of assessment**

6.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. South Ascot Village School has implemented the following scheme of assessment which addresses assessment without levels: SIMS Programme of Study Tracker.

6.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise the following formal summative assessments: Testbase, SWST, Salford reading, Sandwell Maths

## 7. Formal tests

- 7.1. At South Ascot Village School we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.
- 7.2. To ensure that pupils are ready for their secondary education when they leave South Ascot Village School, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.
- 7.3. Pupils in Year 2 and 6 will undertake national curriculum tests, commonly called SATs. The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and mathematics.

### **Early years foundation stage (EYFS)**

- 7.4. In reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.
- 7.5. Each child's level of development will be assessed against the early learning goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are exceeding the expected levels, or if they are not yet meeting the expected levels ('emerging').
- 7.6. The school's Year 1 teachers will be provided with a copy of the EYFSP, along with a short commentary on each pupil's skills and abilities; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.
- 7.7. Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.
- 7.8. Early years providers will supply a copy of the EYFSP to the LA on request. LAs are required to return the profile to the relevant Government department.
- 7.9. The EYFSP will reflect:
  - Ongoing observations
  - All relevant records held by the setting
  - Discussions with parents
  - Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.
- 7.10. An EYFS progress check will be completed for every pupil between two-years-old and three-years-old. This progress check will identify a child's strengths and areas where the child's progress is less than expected. The progress check will be shared with parents in a written summary.

## **KS1**

- 7.11. Towards the end of Year 1, pupils will complete a phonics screening check. Any pupils who do not meet the required standard will be required to repeat a phonics screening check in Year 2.
- 7.12. At the end of KS1, pupils will undergo teacher assessments in mathematics and reading which will be informed by externally-set, internally-marked tests. Additionally, there is an option to complete externally-set test in English grammar, punctuation and spelling.
- 7.13. Formal tests will not be strictly timed and are likely to be incorporated into everyday classroom practice, for example, through spelling tests.
- 7.14. The proportion of pupils achieving the expected standard in English reading, English writing, mathematics and science will be published at a national and local authority level but not at a school level.

## **KS2**

- 7.15. At the end of KS2, formal externally-marked tests, for mathematics, English reading, and an English grammar, punctuation and spelling test, will be taken on dates specified by the examination board.
- 7.16. Teacher assessment judgements are made in English reading, English writing, mathematics and science.
- 7.17. If a pupil is absent, they will be allowed to take the formal tests up to five school days after the specified date.
- 7.18. Science sample tests are conducted biennially. The next tests will be administered in June 2020. A national sample of approximately 9,500 pupils are randomly selected to sit a science test, based on 5 pupils from 1,900 schools; meaning that there is a possibility that pupils from South Ascot Village School may be required to sit a science test in addition to their other statutory tests. Results are reported as national data only and individual results are not returned to schools or pupils.

## **8. Target setting**

- 8.1. Based on the end of year assessments from the previous year targets are set in the Autumn term, which inform long-term national curriculum-based learning goals. Pupils' attainment in the subject will be judged as 'Emerging (E)', 'Developing (D)', 'Secure (S)', or 'Mastered (M)' within the relevant year's Programme of Study.
- 8.2. Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.
- 8.3. Learners who have English as an additional language (EAL), who are at the initial stages of learning English, are assessed using the Northern Association of Support

Services for Equality and Achievement (NASSEA) assessment system for EAL learners.

## 9. Tracking and reviewing progress

- 9.1. Formative and summative assessment milestones are recorded electronically using SIMS Programme of Study Tracker. National curriculum objectives are only recorded as 'secure' when a child is able to demonstrate that they have:
  - Learned the skill/concept
  - Practised the skill
  - Applied the skill
  - Applied the skill/knowledge in a different context
- 9.2. Pupils are given the opportunity to review their progress through 'learning conversations' with their teacher which are scheduled into lesson time on a monthly basis.
- 9.3. To assist in guiding each pupil's learning journey, data 'snap-shots' are taken at class, phase and subject level, three times a year, towards the end of each term.
- 9.4. Pupil progress meetings for each year group are scheduled termly and focus on:
  - Reviewing the progress of all pupils.
  - Identifying and monitoring cohorts of pupils that are underperforming.
  - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
  - Selecting intervention strategies to implement as a team to tackle barriers to learning.
  - Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

## 10. Homework

10.1. Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below. Further detail of homework arrangements can be found in the school's Homework Policy.

Year group	Typical task	Frequency
<b>Nursery</b>	Parent/carer is expected to read a book from nursery library to child.	Weekly
<b>FS2</b>	Flashcard of new word sounds are given to practise at home.	As new words are learned.
	Pupils will also take home a sheet to practise the formation of the selected letter.	Teachers will judge when pupil is ready to undertake homework.
	Revision of keywords.	Once commenced, revision of keywords will be expected as new words are learned.
	Reading homework.	Reading homework is set daily.
<b>Year 1 and 2</b>	Reading for 10-15 minutes.	Daily
	Spellings are given to learn.	Daily
	Appropriate maths/number facts or times tables to learn.	Weekly Lists will be changed when the pupils have learned each word/skill.
<b>Year 3 and 4</b>	Reading for 20-25 minutes.	Daily
	Spellings are given to learn.	Daily
	Appropriate maths/number facts or times tables are given to learn.	Weekly
	One piece of Literacy, One piece of Maths	Weekly

<b>Year 3 and 4</b>	Lists will be changed when the pupils have learned each word/skill.	
<b>Year 5 and 6</b>	Reading for up to 30 minutes.	Daily
	Spellings to learn.	Daily
	Appropriate maths/number facts or times tables are given to learn. Additional weekly homework tasks are set.	Weekly
	One piece of Literacy, One piece of Maths	Weekly

- 10.2. Homework tasks are set in line with curriculum objectives and age-related expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

## 11. Marking and feedback

- 11.1. Marking of pupils' work will follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved.
- 11.2. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 11.3. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- 11.4. Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 11.5. Marking and feedback strategies include:
- verbal feedback,
  - written marking comments
  - peer and self-assessment.
- 11.6. When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work. Additionally, pupils are assigned the task of learning the correct spellings as homework.

11.7. The quality of pupils' work is rewarded and sanctioned in line with the Rewards and Sanctions Policy.

## **12. Records and record keeping**

12.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- lesson plans,
- pupil work and work folders,
- assessment/target trackers,
- pupil progress meeting records and reviews,
- the Early Years Foundation Stage Profile (EYFSP).

12.2. At the EYFS, each child's developments and achievements are recorded in the EYFSP, which is based on teachers' ongoing observations and assessments.

12.3. Summative assessment records, such as KS1 and KS2 examination results, are kept electronically and held for six years after the year of the examination.

12.4. Formative assessment records, such as pupil work, are held for one year.

### **• Standardisation and moderation**

- The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:
  - Collaboration with colleagues
  - Partnership with colleagues from other schools within the local area
  - Attendance at LA sessions to ensure judgements are in line with other schools/academies
- Portfolios of moderated work are kept securely in a locked cupboard/cabinet by curriculum leaders.

### **• Reporting**

- Records promote and ensure the following:
  - Positive home/school relationships
  - Information for parents/carers

- Opportunities for discussion with parents/carers
  - In some cases, information for partnership agencies
  - Targets for pupils
- A written report for each pupil is sent to parents/carers at the end of the academic year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations.
  - For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.
  - Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.
  - Class teachers or the headteacher may invite some parents for an interview to discuss their child's progress, if required.
  - The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

- **Relevant policies**

- This policy also links to the Homework Policy, Rewards and Sanctions Policy and Marking and Feedback Policy.

- **Policy review**

- This policy is reviewed annually by the senior leadership team in partnership with school governors and curriculum leaders. Any necessary changes are made and communicated to all members of staff.
- The scheduled review date for this policy is September 2019.

## Appendix A – Marking guidance

This guidance on marking forms part of the whole-school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to pupils in order to raise standards of attainment.

### Formative assessment and focussed marking:

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess pupils' progress in relation to planned learning objectives and to identify pupils' strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

'Next steps' information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of pupils with similar gaps in learning.

### Writing

Focussed marking of pupils' writing should relate to either the specific learning objective communicated through positive statements followed by the next step/target for each pupil.

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for pupils and will rarely lead to an improvement. A limited number of spelling/grammatical errors may be corrected, provided that pupils are given an opportunity to make corrections and practise spelling/grammar rules.

### Maths

The main purpose for marking maths work is to identify whether pupils have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers should assess the steps needed to enable pupils to make further progress.

### Other subject books

Marking should be judged against the learning objective and teachers should be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### Self-assessment

Teachers should provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another pupil's work).
- Two stars and a wish (pupils identify two ways in which their work meets the learning objective and one thing that they could improve).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating their own or a peer's work to demonstrate appropriate use of text features.

### One-to-one mentoring

Staff will schedule a 'learning conversation' with pupils on a half termly basis. The aim of the discussions is to talk about the pupil's progress and identify the next steps. Attitude, attendance and punctuality will also be discussed.

## Appendix B – Assessment materials, tools and tests

<b>Reading</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided reading records</li><li>• Summative tests</li><li>• Teacher-planned comprehension tests/activities</li><li>• Phonic phase assessments (including flashcards)</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words, 'best bet' assessment activities, observation of spelling of graphemes/alternative graphemes)</li><li>• Results of class tests (weekly spelling tests)</li><li>• Summative tests</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Results of weekly mental maths tests</li><li>• Summative tests</li></ul>

## Appendix C – School assessment schedule

<b>On Going</b>	<ul style="list-style-type: none"> <li>• EYFSP</li> <li>• Weekly Spelling Tests</li> <li>• Weekly Mental Maths Test</li> <li>• Weekly Times Table tests</li> <li>• Weekly extended writing tasks for focussed teacher assessment</li> <li>• Ruth Miskin Phonic assessments</li> <li>• Sandwell Maths for SEND assessment of Maths</li> <li>• Salford Reading for SEND assessment of Reading age</li> </ul>
<b>Autumn one</b>	<ul style="list-style-type: none"> <li>• Baseline for EYFSP in FS2.</li> <li>• Class profiles updated and end of year targets set.</li> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings.</li> <li>• 1:1 teacher-pupil mentoring.</li> <li>• SEND intervention trackers reviewed.</li> <li>• Interim Pupil progress meeting.</li> <li>• Sociograms completed</li> </ul>
<b>Autumn two</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on SIMS.</li> <li>• 1:1 teacher-pupil mentoring</li> <li>• Data 'snap-shots' (class, phase, subject level).</li> <li>• Individual and class intervention trackers produced if required.</li> <li>• Phase group assessment moderation meetings.</li> <li>• SWST Spelling completed for KS1 and 2 - December</li> <li>• Pupil progress meeting</li> <li>• Parents' consultation meetings.</li> </ul>
<b>Spring one</b>	<ul style="list-style-type: none"> <li>• 1:1 teacher-pupil mentoring</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class profiles updated on SIMS</li> <li>• Class assessment folder updated (on-going).</li> <li>• SWST Spelling completed for KS1 and 2 – new words - January</li> </ul>
<b>Spring two</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on SIMS.</li> <li>• Data snap-shots (class, phase, subject level).</li> <li>• 1:1 teacher-pupil mentoring (monthly).</li> <li>• SEND intervention trackers reviewed.</li> <li>• Individual and class intervention trackers produced if required</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Pupil progress meeting.</li> <li>• Sociograms completed</li> <li>• SWST Spelling completed for KS1 and 2 – End of Term</li> </ul>
<b>Summer one</b>	<ul style="list-style-type: none"> <li>• Phase group and cross phase assessment moderation meetings.</li> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders.</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6.</li> </ul>

**Summer two**

- Year 1 phonics test.
- Data 'snap-shots' (at class, phase and subject level).
- SWST Spelling completed for KS1 and 2 – End of Term
- Sociograms completed
- Pupil progress meeting.
- Report EYFSP to LA (non-statutory after September 2016).
- Report Year 1 phonics assessment results to LA.
- Report Years 2 and 6 SATs results to LA.
- Report all results of statutory assessments to parents/carers.
- Annual reports sent to parents/carers.
- End of year parent transition meetings.
- Class assessment folder updated in preparation for class handover meeting (on-going).
- Class handover meetings (current teacher meets receiving teacher to share information).

## Appendix D – The assessment cycle

