

The James Oglethorpe Primary School



Assessment Policy

Policy Review Date	
Date of next Review	
Approved by Governing body Name: Role:	Signed: Date:

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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

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

4. Assessment approaches

At The James Oglethorpe Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

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 or to adapt teaching 'in the moment' based on the formative assessment outcomes
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they are succeeding and those that need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Typical methods of formative assessment include:

- Question and answer sessions in a lesson
- Self and peer reflection
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback

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 and inform future teaching to address gaps in learning or further challenge those who need it
- **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** to stay informed about the achievement, progress and wider outcomes of their child across a period

At The James Oglethorpe primary school we use summative assessment tests in all year groups from Spring Y1 to Y6. We use NFER assessment papers to assess reading, maths and grammar in years 1,3,4 and 5, and we use past SATS papers in years 2 and 6. We have selected NFER as a school, as they mirror the format of the statutory tests administered in KS1 and KS2 and provide an age standardised score, similar to the scaled scores calculated at the end of key stage assessments. In addition to NFER assessments, pupils' work is assessed against objectives outlined in our 'Symphony' assessment sheets (see appendix a). Age standardised scores, alongside Symphony assessment, is used to judge whether a pupil is working below Age Related Expectations (ARE), at ARE or Exceeding ARE at a given point in time.

Assessment data, in the form of 'Symphony steps' is recorded once per term and entered onto SIMS. This is used as a measure of attainment and progress across a term. Expected progress for non SEND pupils is 2 steps over a term, or 6 steps per year from their starting point. An example of working at age related expectations is as follows:

Example year 4

Symphony Step *	Term
3S/3S+	Summer 2 Year 3 - ARE end of year 3
4E/4E+	Autumn 2
4D/D+	Spring 2
4S/4S+	Summer 2

* Steps with a + indicate the pupil is working above the expected standard at that point of time.

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

Assessment data is formally collected each term and entered onto SIMS. Collection of Symphony assessment data is ongoing as it is collected through formative as well as summative collection methods, e.g. marking of work and 1:1 pupil conferencing.

Termly assessment data is communicated to Phase leaders and Core subject leaders, and the SENDcO who then analyse it and formulate headlines and actions, which are then shared with their teams, to be used as part of pupil progress meeting and provision mapping. SLT analyse data of key groups, and formulate headlines actions, in line with our school improvement policy, and share these with the governing body.

Our system ensures that data, which has been analysed, is shared between all leaders who need to use it so they can add to it, in order to prevent 'doubling up' and unnecessary workload.

5.1 EYFS

On-entry assessment takes place during the first half of the Autumn term by observing and interacting with children in the environment and making a best fit judgement for each of the 17 areas of learning. These judgments are submitted to the Local authority (LA) but this may be subject to change if/when baseline testing starts (proposed start Sept 2020). Children are then assessed at the end of the Autumn and Spring term and progress is tracked. At the end of the year children are assessed against the 17 Early Learning Goals (ELGs) and a best fit judgment is made about whether children are emerging, expected or exceeding in each ELG based on what the teacher sees the child do independently and consistently in the environment. Judgments are moderated internally and externally through cluster and borough moderation sessions.

5.2 Phonics

At James Oglethorpe we follow the Read Write Inc (RWI), phonics scheme. All pupils in RWI groups are assessed every 6 to 8 weeks using the standard RWI Assessments. Pupils are then grouped according to their phonic level, to pinpoint gaps in knowledge and to identify pupils who are making slower progress and who need further support in the form of small groups, 'pinny time', or one to one tuition.

Pupils are also assessed in between these times if staff feel that a pupil is progressing quicker or slower than expected and needs to change groups. Pupils who are new to the school are assessed quickly on entry so that they can be placed in the correct group. Once pupils have reached the final level in RWI they are assessed to see if they are ready to move onto Literacy and Language, the follow on scheme from RWI. This included pupils in years 2, 3 and 4 who are working below the expected standards in phonics. Pupils in upper KS2, who are not assessed as being ready for Lit and Lang, are assessed using a standard 'Fresh Start' assessment and are then placed in the appropriate group, to focus on gaining reading fluency.

Pupils in Year 1 (and also those in Year 2 who didn't meet the standard in Year 1 or who weren't in school during the test period) also take mock Phonic Screening Checks (PSC) 4 times a year in order to track their progress in phonics in relation to whether they are on track to meet the standard at the end of Year 1. This also allows staff to determine which pupils need extra support in phonics and where gaps are in teaching. This tracking also allows the school to see how many

pupils are on track to meet the standard and whether we are on line to meet our set target at the end of the year. Pupils who did not meet the standard at the end of Year 2 continue to be tracked into KS2. The school holds a meeting for parents during the Spring Term to provide information about the PSC and how we assess and prepare for it. PSC scores are communicated to parents alongside their end of year report.

5.3 Foundation curriculum-History/Geography / Science / RE / French / Art / D&T / PE / Music

At James Oglethorpe, we follow a skills based curriculum, which we use to assess pupils in foundation subjects.

At the start of a topic, children explain what they know about a specific topic, then as the topic develops week by week, children add to their 'knowledge organiser' using keywords and annotated diagrams. A completed knowledge organiser provides a good indication of the level of a child's understanding and their development throughout a topic area, in addition to formative assessments in lessons against lesson objectives, and ongoing marking of written work in books.

For PE we use the Striver scheme. A whole school (Y1-6) scheme of work for PE written for non-specialists. The scheme encompasses a simple online assessment system of skills taught. It uses the grading of : emerging, expected, exceeding for each pupil against each skill taught.

6. Reporting to parents

Assessment results for core Reading, Writing and Maths are communicated with parents termly. We communicate these as:

Attainment

WT - Working towards

ARE - Age Related Expectation

GD - Greater Depth

Progress (from start of academic year)

Be - Below expected

EXP - Expected

ACC - Accelerated

All subjects are graded using a code. A, B or C within 3 categories: Progress, Attitude to learning Attainment

	A	B	C
Progress	Accelerated progress	Expected	Below expected
Attitude to learning	Excellent	Good	Needs to improve
Attainment	Greater depth	Age related expectations	Below age related expectations

6.1 EYFS:

EYFS teachers meet with parents each term, the week after the child's focus week. During the conversation teachers report if children are working within, below or above age related expectations. Additionally an end of Year report is sent to parents showing if their child is emerging, expected or exceeding in each Early Learning Goal. A progress grade is also given to show if progress is below expected, expected or accelerated.

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. RWI phonics assessments, progress against IEP and EHCP targets as well as assessments used in specialist SEN programs, will be used to measure a child's individual progress.

8. Moderation

At James Oglethorpe we ensure good understanding of assessment and assessment practice among all teachers, through continuous professional development.. Core subject leaders, SLT and Assessment leads, ensure they are abreast of good practice through attending relevant training, research and collaboration with other local schools. Where possible, the school will make use of borough led moderation training, and school improvement advisory support, to develop leaders and teachers. We aim to have at least one trained borough moderator in school.

Moderation is planned in advance, and mapped out for the year. Moderation processes are communicated with all members of staff and are reviewed regularly (see Appendix B). We moderate cross phase and cross year group; as part of cluster moderation with neighbouring schools; in year groups through peer 'blind' moderation, and peer moderation and ranking of pupils. Moderation also takes into account results on standardised tests and summative reading and spelling checks, such as RWI and phonics assessments.

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

9.2 Headteacher

The headteacher 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 by Rachel Wagstaff . At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Hayley Durrant and Rachel Wagstaff are responsible for ensuring that the policy is followed.

Rachel Wagstaff will monitor the effectiveness of assessment practices across the school, through: moderation checks during MLT and SLT meetings; lesson observations; book scrutinies; pupil progress meetings, and performance management meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and Feedback policy

Appendix A- Symphony Example

Appendix B- Flow chart of assessment example

Date W/C	Action /who/where?
Wb 23.3.20	<p>Y1/3/4/5 Assessment Week - NFER tests to be completed</p> <p>Consider who needs a reader/ smaller group/ extra time/ brain breaks</p> <p>Gap analysis to be put onto the system so that SLT can look at NFER scores and Spring TA levels submitted. Parent volunteers to do this admin role?</p> <p>RWI assessment week (2 week window - is this doable with the NFER tests too? See SE)</p> <p>Staff meeting that week (staff to choose night as it's the same week as Festival of Education)</p> <p>Identify 2 pieces of work in books which are independent and reflective of the child's standard. Swap books with your year group colleague and ask them to rank them for you as fresh eyes. CT be aware of previous steps of pupils before entering new assessments , NFER/Gap analysis week</p>

30.3.20	Staff meeting Moderation
31.3.20	Data drop (DATE) PL monitor data deadline, support year group with entering data. Phase leaders to check for anomalies (levels gone back or up significantly) and Flag movers to GD and ask for evidence of this
1.4.20	RW and HD print off data with NFER scores and take anomalies to CT. CT returns the sheets to HD with changes to data if needed having been made.
2.4.20	Phase leaders and HT crunch data - ARE/ GD and Exp and accelerated progress
W.b. 3.4.20	R,W,M leads complete data summary for subjects, with general headlines and actions. Arrange TA cover for an hour. SENDCo/ PP teacher with HT and MAT Co-or complete analysis for their groups too. SENDCo look for children in each year group who are significantly behind and meet with teachers
W.b 20.4.20	SLT- Meet with year groups for PPM and add names to the provision map. R, Y2/6 - HD Y3/5-RW Y1/4 - CN Interventions completed by (DATE). PL and CT decide upon who will get the focus for this term. Take off others. Leave blank the children who have been flagged but are not receiving interventions this term. Prioritise pupils who have not made progress this term
23.4.20	PL released to complete headlines and actions to data sheets. Review the Spring provision map and add exit points and evaluate interventions. RW to prepare group data for Gov report.
27.4.20	CT share provision maps with year group team