



ASSESSMENT POLICY

Trawden Forest Primary School

The responsibility for ensuring that this policy is implemented, that practice is maintained and regularly reviewed and updated, lies with the Headteacher or a person designated to this role by the Headteacher.

Policy Aims:

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

Principles of effective assessment in our school:

- Compliance with statutory requirements
- Outcomes are benchmarked to national expectations and that of similar schools.
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats
- Practice is regularly reviewed and developed in line with changing DfE policy and against knowledge of practice in other schools.

SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

TYPES OF ASSESSMENT

FORMATIVE

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments inform the highlighting of Target Tracker statements which show whether a child is beginning to show evidence with a specific statement or within or secure.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Marking ladders and success criteria- where appropriate*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment*
- *Teacher assessment of pupils' written work*
- *Pupils' performance in formal assessments*

DIAGNOSTIC

- Identifies particular strengths and weaknesses.
- Informs teachers' planning.
- Provides information to structure intervention / additional support.
- Informs IPPs / EHC Plan

SUMMATIVE

Formal summative assessments occur termly and half-termly for pupils who have intervention/boosters. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Summative assessments will be made using Testbase, standardised assessment questions and past papers (optional SATS)and Rising Stars assessments (for GPS)

Assessments for reading, writing and maths are recorded on Target Tracker termly and half termly for focus pupils (those not at ARE. Progress of whole cohorts and groups is evaluated during Pupil Progress meetings.

EVALUATIVE

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

Using the outcomes of assessment

At all times assessment will only be used in ways which are relevant to providing information which leads directly to improved pupil provision, or in meeting reporting responsibilities to appropriate persons (parents, LA, DfE, govts).

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core-Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT and Core-Subject Leaders carry out data analysis (termly) to ensure that the school is on track to meet at least national expectations. Progress against milestones is recorded and reported to Governors termly.
- They are used to structure appraisal targets.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.
- For assessment in the EYFS please see relevant policy

JUDGEMENTS

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the end of term, look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

Beginning (B): Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year

Working within (W): Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

Secure (S): Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

S+: As secure but with evidence of greater depth

When children achieve a secure judgement they should be given opportunities to further embed, broaden and deepen what they have learned before moving on to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings and benchmarked against national exemplification and other resources of exemplification.

Children who are identified as SEND are tracked using Performance Indicators for Value added target Setting - PIVATS.

MONITORING ensures that the assessment process takes place consistently across the school. It involves:

- Pupil Progress interviews (half-termly for Focus pupils)
- Target Tracker updated
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

EVALUATION ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- At Governor Meetings (SEC)
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

RECORDING

We record in order to:

- monitor progress
- recognise progress and achievement
- inform future planning
- document evidence
- report information to parents
- pass written information to colleagues, governors and other appropriate agencies.

Informal Day to Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEND information
- The EYFS profile

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- Verbal reports are given to parents termly.
- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents at the end of the Summer term.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- Written reports will be completed by the class teacher and endorsed by the Head Teacher. An opportunity for parental discussion will be arranged. Reports will include pupil's attainment, progress and effort.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

Reporting to Governors: Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. chd in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to RoL, and LSIP pages

Reporting to the LA/DFE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes
- Impact of PP funding

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. At Trawden Forest Primary School this involves:

- Teacher Transition meetings where pupil progress, barriers to learning and pastoral issues are discussed
- Pupil transition day
- Nursery / home visits
- High School visits

ACCURACY AND RELEVANCE

Assessment will only be conducted by skilled staff. To ensure this:

- Staff new to school will be mentored by an experienced staff member and judgements will be moderated as part of the cycle of Monitoring and Evaluation.

- Regular moderation events will be structured to ensure assessment remains consistent across the school.
- The assessment lead will, through cluster groups and other networking opportunities, regularly review current school practice in light of knowledge about practice in similar schools.
- The assessment lead will keep abreast of national and statutory changes and use this knowledge to ensure the school's policy reflects this.
- CPD needs will be regularly reviewed and appropriate training provided. EOKS training and update training for YR, Y2 and Y6
- A summary of Assessment will be provided to staff , Governors and Parents upon request.

Reviewed	
Signed (Chair of Finance)	Date
Signed (Headteacher)	Date
Proposed review date June 17	

SEE ALSO:

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

List of abbreviations

Focus Pupils Pupils who are working below ARE and in need of accelerated learning to catch up

ILP Individual Learning Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

LA Local Authority
DfE Department of Education
KS1/2 Key Stage 1 or 2
PP Pupil premium
SL Subject Leader
RoL Raise on Line
LSIP Lancashire School Information Profile

CALENDAR OF SUMMATIVE ASSESSMENT

	Assessment	Uses	Persons responsible
September	EYFS Baseline	To create a measurable baseline from which to measure children's progress	EYFS staff – this information needs to be collated and shared with Head.
October	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	Class teacher and Head teacher
	Half-Termly TT Review	To update individual's TT records using evidence	Class teachers to be collated and shared with Assessment Leader at PP meeting to identify pupils needing intervention
November	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. Review of Summer data and initial projections.	SEC Committee and Head Teacher
	IPP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by Class Teachers and shared with Parents .
December	Summative Assessment	Summative judgement for all subjects onto TT. Evaluation ready for PP meetings.	Class Teacher and to update the TT
	End of Term TT Review	To update individual's TT statements records using evidence	Class teachers to be collated and shared with head so TT can be updated
	Pupil Progress Reviews	Professional discussion between Teachers and Assessment Leader about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Assessment Leader and SENDO involved in meeting to suggest 'closing the gap' strategies- interventions planned. Review staff deployment.
February	Half-Termly Progress Review	To update individual's TT records using evidence	Class teachers to be collated and shared with head so TT can be updated
March	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. Update and progress on EOY projections.	SEC Committee and Head Teacher
	IPP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by Class Teachers and shared with parents .
April	Summative Assessment	Summative judgement for all subjects onto TT. Evaluation ready for PP meetings.	Class Teacher and to update the TT
	Pupil Progress Reviews	Professional discussion between Teachers and Assessment Leader about the progress of their class and % of their class that are track.	Class teacher is expected to bring relevant up-to –date data for their class to a meeting with the Assessment Leader and SENDO

		Possible 'Closing the Gap' strategies for those who are behind.	involved in meeting to suggest 'closing the gap' strategies-interventions planned. Review staff deployment.
	End of Term TT Review	To update individual's TT statements records using evidence	Class teachers to be collated and shared with head so TT can be updated
May	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and GPS)	To create an end of Key Stage Judgement for children	Head Teacher, Assessment Leader (alongside Y2 and Y6 staff). Results need to be formally shared with Parents and updated to relevant authorities .
	Half-Termly Progress Review	To update individual's TT records using evidence	Class teachers to be collated and shared with head so TT can be updated
June	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	Head and Deputy-Head Teachers Results need to be formally shared with Parents and updated to relevant authorities.
	Summative Assessment	Summative judgement for all subjects onto TT. Evaluation ready for PP meetings.	Class Teacher and to update the TT
	EYFS Profile	To give a summative end to the children's reception year	Reception Teacher Results need to be formally shared with Parents and updated to relevant authorities .
July	Pupil Progress Reviews	Professional discussion between Teachers and Assessment Leader about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to-date data for their class to a meeting with the Assessment Leader and SENDco involved in meeting to suggest 'closing the gap' strategies.
	End of Term TT Review	To update individual's TT statements records using evidence	Class teachers to be collated and shared with head so TT can be updated
	SEC COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data. Review of attainment, progress, trends and impact of PP spend	SEC Committee , Head Teacher and Assessment Leader
	IPP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by Class Teachers and shared with parents .
	Core Subject Data Analysis and Summative Report to Governors	English and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	Literacy and Maths Subject Leaders to share with Governors at final Governors Meeting.

ROLES AND RESPONSIBILITIES

SEC Committee

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Headteacher/ Assessment Leader

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

SLT

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school