

Assessment policy

PEEL HALL PRIMARY SCHOOL



Approved by: Full Governing Body

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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 so as to provide a benchmark of pupil's attainment against national standards and reporting to parents on pupil progress and attainment on a termly basis
- 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](#).

3. Principles of assessment

Within our school the over riding principle of our assessment policy is to ensure that all staff follow agreed procedures to deliver a range of assessments which are used by teachers to assess the pupil's knowledge and understanding, skills, facts and their application of the aforementioned, to solve problems.

Formative assessments are ongoing assessments that use observation to inform what the child has learnt within a set teaching period or in a set time scale. In our school formative assessments also help the teacher and the child identify what their next steps for learning should be in order to move the child to the next stage of their development.

Summative assessments are used termly to inform the child, teacher and parent of the skills, knowledge and understanding that children have retained over the previous term. These summative assessments are conducted to help the school identify whether a pupil is on track or not against national

standards, and to help teachers identify gaps in learning which can be supported through effective interventions.

National standardised tests are implemented within specific year groups and end of key stages so that the school can report formally to the DfE on how well the children are performing in our school. It also allows the school to review pupil attainment and progress to identify areas of strength and future development.

All of these assessments contribute to the school's tracking system and identify pupil progress and attainment against personal targets and national targets.

4. Assessment approaches

At Peel Hall 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
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they 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

At Peel Hall Primary School, we use verbal and written feedback, peer-marking, questioning and observation to help obtain information about a pupil's understanding of what has been taught. These assessments may include spontaneous observations, area observations, skill observations involving tick lists, as well as formal observations. These are all used incidentally so as to help the teacher identify the facts, skills and knowledge that a child may demonstrate within a lesson or a set period of teaching. Observations are made, not only on what the teacher sees or what the child does, but also involves the teacher monitoring what the child says or what is heard.

These observations inform formative assessments and are recorded daily, or weekly, using our internal tracking system, Classroom Monitor. This helps teachers and pupils identify achievements, plan next steps in learning and identify any gaps within the child's understanding within specific lessons, topics or subjects, which then allows the teacher to implement an appropriate intervention within a timely manner.

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** to stay informed about the achievement, progress and wider outcomes of their child across a period

At the end of each term, within the penultimate week, children in year 2 and key stage 2 will complete summative assessments in an appropriate form. This is to familiarise the children with the layouts and formats that they may experience within the end of key stage tests.

These summative assessments are used to inform the pupils, parents and teachers of the child's achievements and to plan relevant interventions for the following term. We also use these summative assessments to identify the progress made by different groups within school, so that we can monitor our own quality of teaching and adapt accordingly. Following analysis of data, specific groups may be targeted for additional interventions so as to help reduce the gap between any groups within school.

We have chosen to use NFER external assessment papers to conduct these summative tests as they allow us to give children an age standardised score and a scaled score. This allows us to compare children of similar ages nationally against our own children's performance, as well as allowing us to identify those children that are on track to meet national expectations or exceed them.

In year 6 summative assessments take the form of previous SATs papers. This is to allow the children to familiarise themselves with the various formats of end of key stage papers as well as provide scaled scores against national benchmarks.

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

Within Peel Hall Primary School, any assessment data is shared with the pupils, so they know how well they are doing and what areas they need to develop in. Assessment is seen as a positive process, that identifies strengths and areas for development. Taking into account the different needs and preferences of children when assessment data is given to them, it is given in the form of positive feedback as to what they have done well and what they still need to learn. Where raw scores are used with the children, it is to help them understand how much progress they have made from their baseline position and to help them identify what they need to do to attain personal targets.

Assessment data will be shared with, not only the pupils, but relevant staff within the school and senior leaders, on a half termly basis so that each child's progress can be examined and relevant interventions put in place. Assessment data will also be used to help senior leaders and class teachers identify areas where future CPD is required. Assessment data will also be reported on and shared with the local authority and the DfE, so as to allow benchmarking against local and national standards so as to support the schools own judgments with regard to their performance. It is also the responsibility of the governors to hold the headteacher and staff to account and this requires information to be shared with governors in terms of cohort data or subject data, so as to allow them to make judgments against the performance of the headteacher and other staff within school.

All assessment data is used to a purposeful end, that ensures accurate assessments are made of the children's abilities, relevant interventions are put in place so that children can access appropriate curriculum resources and activities, to ensure they achieve their full potential. The type of assessment data that is collected is done so in an efficient way so that the assessment purpose is specific and so that no work is duplicated.

6. Reporting to parents

At Peel Hall Primary School, we hold termly parents' evenings where children's progress is discussed in relation to the core subject areas. Parents are given a written statement which shows the child's attainment. Children's interests and achievements in other areas are also discussed, which includes the child's attitude and motivation to learning, as well as any areas for development.

In the summer term, a written report is also completed alongside the optional parents evening. Our end-of-year reports include the following:

- *Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development*
- *Comments on general progress*
- *Arrangements for discussing the report with the pupil's teacher*
- *The pupil's attendance record,*
- *Attendance includes:*
 - *The total number of possible attendances for that pupil, and*
 - *The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances*
- *The results of any national statutory assessments taken within year and at the end of the key stage will be reported upon.*

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

At Peel Hall Primary School, the assessment policy and practices are regularly reviewed so that all staff can be trained and updated with regards to national legislation, local legislation and how our school implements policy in to practice. Expectations, where required, are revisited with staff during the half termly meetings within the pupil progress meetings. Regular reviews are carried out in order to inform our school self evaluation, which means we amend our policy and practice in light of what is seen as good practice, and what is working for our school in terms of ensuring our pupils needs are met. Subject leaders where appropriate also attend regular meetings so as to update them with regards to statutory requirements or any amendments to end of key stage assessments. Through moderation meetings and cluster meetings, assessment leads and phase leaders bring back and cascade to other staff any relevant adaptations that may be required within our assessment policy or practices.

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 at least annually or as and when required by Alec Smith (Assistant Head) and Malcolm Hallam (Headteacher). At every review, the policy will be shared with the curriculum committee of the governing body.

All teaching staff are expected to read and follow this policy and the above are responsible for ensuring that the policy is followed.

The above names persons will monitor the effectiveness of assessment practices across the school, through regular monitoring of systems being updated, monitoring of pupil progress, meetings with subject leads and half termly meetings with all class teachers. Monitoring will also be done by the setting of deadlines for targets which have to be met throughout the year.

11. Links with other policies

This assessment policy is linked to:

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