


<b>All Saints' C of E Primary School</b> <b>Title: Assessment Policy</b>		
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## Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

## Assessment Policy

“feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning;”

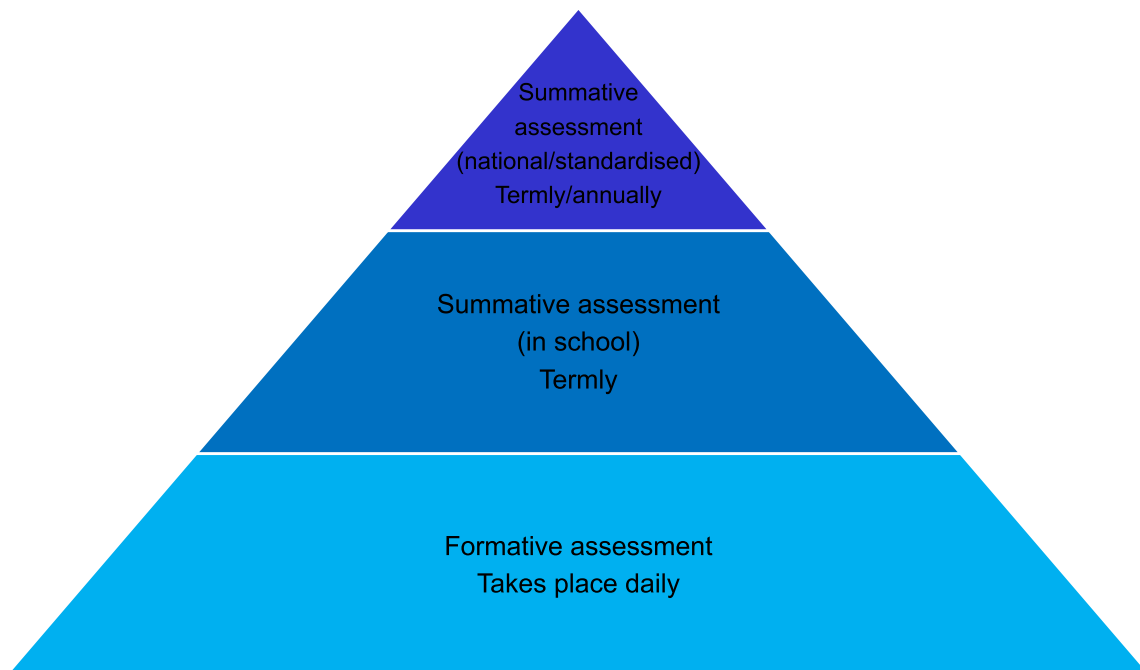
Dylan Wiliam, Embedded Formative Assessment

The purpose of this policy is to provide all members of our school community with a clear overview of why, how and what we assess in school.

### Why – the Aims of Assessment

- **Identify** what children know and what they need to learn next
- **Inform** planning, target setting, class organisation, parents and governors
- **Measure** and track individual/group progress
- **Evaluate** effectiveness of teaching methods/interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements
- **Recognise** where children need support or challenge and plan for appropriate intervention

### How – Types of assessment



### **Formative Assessment (Assessment for Learning - AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. It is central to teaching and takes place on a daily basis.

“The root of the word assessment is from the latin ‘assidere’ which means to sit beside”.

**For children** – to develop keen, ambitious children with a thirst for learning by identifying with them their targets to improve.

**For teachers** – as reflective practitioners, AfL allows teachers to identify what a child knows and what they need to learn next. It supports them in providing pupils with support or extension and helps them to evaluate what is working well in our teaching.

**For parents** – it provides us with constructive information to report to parents providing them with a broad picture of their strengths and areas for development.

### **In school Summative Assessment (Assessment of Learning)**

Summative assessment is important for informing all stakeholders in the school community of a child's attainment and progress. It will also inform whole school target setting and a prediction of a cohorts future attainment.

**For children** – an opportunity to understand how well they have understood a particular topic

**For teachers** – an opportunity to evaluate pupil learning of different concepts and skills in order to support the planning of future learning

**For parents** – to summarise information provided by formative assessment and identify next steps

**For school leaders** – to support judgements made through formative assessment and to assist in monitoring the progress and attainment of individuals and groups. They will use this information to re-deploy resources as required to close gaps.

### **Nationally standardised summative assessment**

**For children** – to know where they have achieved in relation to pupils nationally

**For teachers** – to compare school performance nationally and to clarify nationally expected standards

**For parents** – to compare how the school and their child is performing nationally

**For school leaders** – to compare school performance nationally and identify areas for improvement

What – subject areas and what we use to assess

**Reading**

	EYFS	KS1	Lower KS2	Upper KS2
Formative (See the feedback and marking policy for more information on AfL in our school)	On entry assessment (Baseline) of phonics and reading made in the first few weeks of the Autumn term using Development Matters as a guide. On-going observations made on a regular basis and recorded  Evidence recorded on Tapestry.	Starting points and targets set for September. Phonics and reading regularly assessed against NC and records kept  Verbal feedback given regularly as appropriate.	Starting points and targets set for September.  Verbal feedback given regularly as appropriate.	Starting points and targets set for September.  Verbal feedback given regularly as appropriate.
Summative (in school termly)	Attainment and progress data and next steps are discussed at the end of each term in phase teams and a teaching and learning report written, (see appendix for format used). This is then discussed with the Governing Body. Progress and next steps shared with parents in November and February at Parents Evening and via a written report at the end of the summer term. Subject leader and assessment leader monitor children's progress termly			
	End of term judgements on attainment made through teacher assessment using the Early Learning Goal statements. Data entered and stored on Sonar.	Year 1 and Year 2 – Teacher assessments made at the end of each term using reading checklist (see appendix for format used). For Year 2, reading comprehension activities may be used for some children as appropriate to support Teacher assessments. End of term judgements on attainment made through teacher assessments using Formative Assessments Termly data stored on Sonar.	NFER at the end of each term. Termly data stored on Sonar Target Tracker.	NFER for year 5 at the end of each term. CGP or past SAT for year 6 at the end of Autumn and Spring. Practice SATS completed in the Spring term. Termly data stored on Sonar.

<p>Summative (national termly/annually)</p>	<p>(National) Reception Baseline Assessment completed in the first half of Autumn term. Moderation completed in the summer term (in school/across schools/LA) End of year judgements made on the ELG's Data sent to the LA in June and shared with parents in the end of year report.</p>	<p>Year 1 phonics screening check in June (results sent to the LA and shared with parents) Year 2 phonics screening check in June (for those who did not pass in year 1).</p>		<p>Year 6 reading SATS in May</p>
<p>Strategy Day in July to evaluate data and create the SIDP with targets for next year (targets for EYFS set after on entry assessment is complete in the Autumn term)</p>				

**Writing**

	EYFS	KS1	Lower KS2	Upper KS2
<p>Formative (See the feedback and marking policy for more information on AfL in our school)</p>	<p>On entry assessment (Baseline) of writing and Physical Development using Matters as a guide made in the first few weeks of the Autumn term. On-going observations made regularly. Evidence recorded in Writing books and on Tapestry. Marking code introduced in the summer term as the beginnings of written feedback, as appropriate</p>	<p>Starting points and targets set for September. Independent writing regularly assessed against NC Feedback and marking acknowledges success and next steps.</p>	<p>Starting points and targets set for September. Independent writing regularly assessed against NC Feedback and marking acknowledges success and next steps.</p>	<p>Starting points and targets set for September. Independent writing regularly assessed against NC Feedback and marking acknowledges success and next steps.</p>
<p>Summative (in school termly)</p>	<p>Attainment and progress data and next steps are discussed at the end of each term in phase teams and a teaching and learning report written, (see appendix for format used). This is then discussed with the Governing Body. Progress and next steps shared with parents in November and February at Parents Evening and via a written report at the end of the summer term. Subject leader and assessment leader monitor children's work/progress termly</p>			
	<p>End of term judgements on attainment made</p>	<p>End of term judgements on attainment made</p>	<p>End of term judgements on attainment made</p>	<p>End of term judgements on attainment made</p>

	through teacher assessment using the early Learning Goal statements. Data entered and stored on Sonar.	through teacher assessments using Twinkl writing assessment steps. (see appendix for format used) Termly data stored on Sonar.	through teacher assessments using Twinkl writing assessment steps. (see appendix for format used) Termly data stored on Sonar.	through teacher assessments using Twinkl writing assessment steps. (see appendix for format used) Termly data stored on Sonar.
Summative (national termly/annually)	(National) Reception Baseline Assessment completed in first half of Autumn term. Moderation completed in the summer term (in school/across schools/LA) End of year judgements made against ELG's Data sent to the LA in June and shared with parents in the end of year report.	Moderation of writing completed in the spring and summer terms (in school/across schools).	Moderation of writing completed in the spring and summer terms (in school/across schools)	Year 6 SPAG test in May  Moderation of writing completed in the spring and summer terms (in school/across schools and possibly by the LA) for Year 6. End of KS2 Teacher assessment data sent to LA after judgements made using exemplification materials and NC framework.
Strategy Day in July to evaluate data and create the SIDP with targets for next year (targets for EYFS set after on entry assessment is complete in the Autumn term)				

**Maths**

	EYFS	KS1	Lower KS2	Upper KS2
Formative (See the feedback and marking policy for more information on AfL in our school)	On entry assessment (Baseline) of maths using Development Matters as a guide. On-going observations made on a regular basis and recorded Evidence recorded on Tapestry.	Starting points and targets set for September.	Starting points and targets set for September.	Starting points and targets set for September.
Summative (in school termly)	Attainment and progress data and next steps are discussed at the end of each term in phase teams and a teaching and learning report written, (see appendix for format used). This is then discussed with the Governing Body. Progress and next steps shared with parents in November and February at Parents Evening and via a written report at the end of the summer term. Subject leader and assessment leader monitor children's work/progress termly			
	End of term judgements on	End of term judgements on	End of term judgements on	End of term judgements on

	attainment made through teacher assessment using the Early Learning Goal statements. Data entered and stored on Sonar.	attainment made through teacher assessments using ongoing assessments and observations made and NC criteria. White Rose end of unit assessments may also be used. Data entered and stored on Sonar.	attainment made through teacher assessments using ongoing assessments and observations made and NC criteria. White Rose end of unit assessments may also be used. Data entered and stored on Sonar.	attainment made through teacher assessments using ongoing assessments and observations made and NC criteria. White Rose end of unit assessments may also be used. Data entered and stored on Sonar. Past maths SATS papers used. Year 6 – SATS Practice papers used Autumn and Spring term.
Summative (national termly/annually)	(National) Reception Baseline Assessment completed in first half of Autumn term. Moderation completed in the summer term (in school/across schools/LA) End of year judgements made on against ELG's Data sent to the LA in June and shared with parents in the end of year report.		Year 4 – Multiplication Tables Check in June	Year 6 maths SATS in May
Strategy Day in July to evaluate data and create the SIDP with targets for next year (targets for EYFS set after on entry assessment is complete in the Autumn term)				

**Recording pupils assessments**

In assessing pupils termly attainments we will use the language used on Sonar which links to National codes which are A (Above) meaning Working at Greater Depth (GD), At meaning Working at Year Related Expectations (WA), JA (Just At) meaning Working Towards Year Related Expectations (WT) and B (Below) meaning working below Year related expectations (B).

Pupils will be assessed as At/‘Working at’ if at the end of each term they continue to be on track to achieve the Working At standard by the end of the year, ie that in that term they have successfully been ‘working at’ of the coverage they have made.

Guidance on making these assessments are under ‘Making Summative Assessments’ further on in this document.

Theoretically, if children all develop at a steady rate this is what children’s development would look like.

The screen shot below is an example from Sonar. Pink denotes Below, Yellow denotes Just At (working towards), light green denotes At (working at) and dark green denotes Above (Greater depth). This is a screen shot for Year 3 children. Both KS1 and KS2 children are assessed and recorded in the same way, with the number of their year group shown before their grading.

Reading	Writing	Mathematics	Science
3 At	3 At	3 At	3 At
3 JA	3 JA	3 At	3 At
3 At	3 JA	3 At	3 At
3 JA	3 JA	3 B	3 JA
3 A	3 At	3 A	3 A

Sonar is also used for EYFS children. See Screenshot below:

Comprehension	Word Reading	Writing	Number	Numerical Patterns
R JA	R JA	R JA	R At	R At
R JA	R At	R At	R At	R At
R B	R B	R B	R B	R B
R JA	R B	R B	R B	R B
R At	R At	R At	R At	R At
R At	R At	R At	R At	R At
R B	R B	R B	R JA	R JA
N2 At	N2 At	N2 At	N2 At	N2 At

Similar colours and gradings are used here although children are not assessed as A (Above) in this Key stage. Dark pink (N) denotes working at pre-EYFS levels, with N representing Nursery standards.

### **Making Summative Assessments in school**

National summative assessments are made in accordance with statutory guidelines, using criteria and standards set by the DfE.

In school, however, a range of resources are used to make termly summative assessments and judgements. (See appendix)

#### **EYFS**

Baseline assessments made against Development matters.

Phonics assessments using Ed Shed Assessment resources.

Early Learning Goals assessment using EYFS outcomes and the EYFSP (produced each year, ensure the current year is used)

#### **KS1**

Year 1/2 Reading checklist

Phonics assessments using Ed Shed Assessment resources.

Year 1/2 Twinkl Writing steps

White Rose end of unit assessments

End of Key Stage National Curriculum expectations in reading, writing, maths and science.

#### **LKS2**

Year 3/4 Reading checklist

Year 3 and Year 4 NFER reading comprehensions.

Year 3/4 Twinkl Writing steps

White Rose end of unit assessments

National Curriculum maths standards

#### **UKS2**

Year 5/6 Reading checklist

Year 5 NFER reading comprehensions.

Past reading SATS for year 6

Year 5/6 Twinkl Writing steps

Past SPAG SATS for year 6

Past Maths SATS for Year 6

White Rose end of unit assessments

End of Key Stage National Curriculum expectations in reading, writing, maths and science.

## **Target setting – expectations and progress**

### **Expectations**

The SIDP is written in July at the Strategy day. Targets for the coming year are set for each pupil, ready for September. These are based on their end of year attainment and on the assumption that they will continue to make expected progress. Therefore, a child who finishes year 1 at, 1At (Working At) will have a target set for, 2At (Working At) at the end of year 2. National and school data is also considered when target setting to ensure that we strive to improve results where appropriate and stretch targets may be made. We consider the progress of individual children and whether we feel they will make more than expected progress in order to set these more challenging targets. Other sources of information are used to evaluate the schools performance and identify areas to be improved, such as Analyse Schools Performance.

EYFS make a baseline assessment in the first few weeks of the Autumn term. Using this data, they are then able to set targets for the end of the academic year.

### **Measuring progress**

At All Saints' we track progress as well as attainment. Measuring progress ensures that we can monitor that children are on track to meet their targets. Where there are concerns, the Phase team will discuss how these children can be supported in order to bring about expected progress.

As a school we use Sonar as a tool for storing data. Pupil levels are entered at the end of each term and progress is tracked. Progress is measured as Below expected progress, Expected progress and Above expected progress. It is measured by tracking children on Sonar from their starting point at the beginning of the year.

The progress and attainment of different groups are monitored and reported on and these groups include:

Boys, Girls, Pupil Premium, SEND, Looked after children, English as an additional language, academically more able and persistent absentees.

### **Other subjects**

All other subjects are assessed at the end of each term in the same way as assessments are made in the core subjects using the same codes. Subject progression maps show the expected standard in any given subject for each phase group and a skills matrix is used to assist in making judgements termly, demonstrating the level to which pupils are accessing the subject each term, so that for the vast majority, children will be assessed at working at the standard in any half term. (See Appendix). Attainment will be reported to parents in an end of year report as either:

Mastering subject standards

Meeting subject standards

Beginning to meet subject standards

Working below subject standards

### End of Key Stage

At the end of EYFS and Year 6 (for writing and science) teacher assessment data is sent to the Local authority. Judgements must be made on a broad range of evidence from across the curriculum and take account of a pupil's work over time. A publication from the Standards and testing agency called Assessment and Reporting Arrangements is made available to schools each year with further details of these arrangements.

Children at the end of EYFS are reported as either Emerging or Expected in relation to the ELG's.

At the end of KS2 children are reported as either Pre-Key Stage, working towards the expected standard, working at the expected standard or working at greater depth within the expected standard for writing. For science they are reported as either Met or Has not met the expected standard.

Data is also sent to the LA for phonics at the end of Year 1 (and for Year 2 pupils who did not meet the expected standard at the end of year 1). For the Year 4 Multiplication tables check, data is automatically sent as the test is completed on line. The assessment data for the Reception Baseline Assessment is also automatically received by the Dfe as it too is completed on line.

As children move between Key stages information about them as individuals including their attainment is passed to their next teachers in order to ensure that they are well prepared to meet their needs. Additional arrangements are in place to aid the transition between Key Stages:-

Pre-school to EYFS - In July a member of the team visits pre-schools to discuss the needs of individuals and many pre-schools send us an individual report.

EYFS to KS1 – Both teams meet in the summer term to discuss the needs of all the pupils and to share data to ensure a smooth transition.

KS2 to KS3 – a range of events are in place to aid the transition of pupils between schools, including visits to the new school and members of staff visiting the children and staff here. Data is sent to the new schools in the form of working below, at or above the expected standard.

### **SEND**

Some children may be working significantly below their year related expectations. It is often appropriate for them to use a different approach and/or a range of different assessment criteria and tools. For those with SEND a one page profile or an EHCP will be in place which identifies their individual outcomes and how they are to be achieved, (please see the SEND policy for more information).

When a child is assessed at working below, it may be necessary to use assessment criteria from the previous phase in order to make a sound judgement. For example, a year 3 child who is assessed below the year group standard may actually be working on acquiring and developing year 1 skills and so in order to make the assessment judgement and plan for them accordingly, the class teacher will need to look at the year 1 resources for reading, writing and maths.

Children working below year 1 standards should use the bands in the Development Matters document or alternative assessment criteria if working on a different curriculum.

At the end of the year, those in Year 6 who are working below the key stage standards should be assessed against pre-key stage standards which are published by the DfE.

For those who are working above their year related expectations they will be assessed as 'GD' and will deepen and broaden their understanding through greater depth challenges and learning experiences.

## **Reporting to Parents**

Parents are invited to an open afternoon and parents evening in the Autumn and Spring terms where verbal feedback on progress and achievement is given. At the end of the Summer term they receive a written report summarising the progress and achievements they have made during the year. However, teachers are available to talk to parents throughout the year about their child's progress should parents have any concerns. Teachers may also wish to invite parents in throughout the year if they have any concerns to discuss before the next parents evening opportunity.

## **Roles and Responsibilities**

**Teachers** – Implement the policy and write teaching and learning reports with their phase group.

**Phase leaders** – Lead their team in assessment. Liaise with the Local authority regarding data/Statutory assessment. Liaise with other schools regarding moderation opportunities. Feedback on Teaching and Learning reports to the Governing Body.

**Subject leaders** – Monitor the progress and attainment in their subject. Carry out work scrutinies and report findings to the Head teacher and class teachers. Attend updates and consortium meetings.

**Assessment leader** – Attend updates and inform staff. Monitor the use of this policy and guide staff in assessment throughout the school. Monitor progress and attainment of all children. Liaise with phase leaders. Review this policy. Lead on assessment.

**Head Teacher** – Have overall responsibility for assessment. With the leadership team, including Governors, make judgements about the effectiveness of the school and evaluate the school's performance over time and against national standards.

**Governing Body** – Monitor the progress and attainment of all children, including vulnerable groups of children. They will set and agree challenging targets with the senior leadership team and monitor the progress towards these targets. They will also challenge staff on the progress made towards the targets.

**APPENDIX**

Support for making assessments and all the resources we use to make our assessments can be found on the Google Q Drive – Assessment – Assessment Documents