

Assessment Policy

2019-2022

This policy outlines the key processes the Trust uses to assess pupil attainment and the procedures in place for the collection and evaluation of this information.

This policy was approved as follows:

Approver:	School Board	Date:	18.9.19
School owner:	Michael Beck	Version:	1.0
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Document History

Version	Version Date	Author	Summary of Changes
V0	August 2019	MB	Draft policy created
V1.0	September 2019	MB	Final Version

Purpose

The purpose of this policy is to support and guide education professionals and assessment leaders in their key task of ensuring that every child is offered an appropriate degree of support and challenge in order to build effectively upon their current progress and understanding.

Aims and rationale

Accurate, informed, consistent and regular assessments of children's knowledge and understanding are essential in order for educational professionals to provide every child with a relevant and appropriately challenging curriculum to help them to grow into independent learners, able to evaluate their own work and progress.

The Trust's policy on Assessment is inseparable from its curriculum policies and they must be viewed as evolving processes, with assessment outcomes informing the curriculum planning cycle.

It is vital that our assessments are accurate, consistent and systematic throughout each school and across the Trust. They should be straightforward and as economical as possible in their use of time whilst remaining effective. **Teacher assessment outcomes must be moderated within and between DSAT schools.** Teacher and standardised test data must be interrogated and benchmarked against National and Trust data sets and between schools.

Involvement of children

We believe that it is important to involve all children wherever possible in the process and outcome of assessment in a positive way. This allows children to see that assessment is a means of improving their own standards of learning and promoting their general development. Children should also be clear about the criteria being used to assess the standard of their learning and progress. As a school, we believe that by involving all children in the full process of assessment they can learn it is an excellent way of them 'Letting their Light Shine' and showing their



Formative and Summative Assessment

The purpose of formative assessment is to guide the teacher in planning for and supporting the next steps of a child's learning. Formative assessment is a continuous process from lesson to lesson. Children are developing skills and knowledge all the time in response to their school experience and other factors they encounter which support their learning as individuals. Teachers use the outcomes of formative assessment to plan lessons in which challenge and support are closely matched to the next steps

expectations of their pupils. Short term planning includes criteria identified to take pupils on to their next stage of learning.

Assessment of progress and attainment takes many forms and includes: observation of children at work, discussions with, and verbal and written comments to children about their work; marking of a child's work including references to next steps or targets. Teachers may set specific questions and challenges to check a child's understanding at various points in a cycle of lessons.

We summarise the child's achievements over time compared to age related expectations. We share this information with parents (at parents' evenings, within individual parent consultations and in written reports) the child's next teacher or the child's next school.

Informal summative assessment tests and tasks in core curriculum areas are used from time to time within the school year as a check against which teacher assessment outcomes are weighed. These may be brief and specific to check understanding of work taught over a set of lessons or a theme.

Rising Stars NTS standardised assessment tests are used towards the end of each Term in Year 1 – Year 5 in all Trust schools as a check of each child's attainment in Reading and Maths. Grammar is assessed at the end of the academic year using Rising Stars GAPS assessments. NTS papers are marked and analysed in School and whole trust outcomes are analysed against standardised data sets. Where wide variances in outcomes of Teacher Assessment and Standardised Test results occurs, school leaders work with teachers to establish an accurate as possible assessment of the child's current attainment.

Types of assessment

Assess the product – look at what the child has produced.

Assess the process – look at what the child is doing and how they are doing it.

Assess subject mastery – look at whether the child's understanding and skills within a curriculum subject securely meet age related expectations

Assess deeper learning – look at how secure a child's depth of knowledge and understanding are within a subject by assessing their ability to use and apply this learning to solve problems and to predict outcomes within the subject area and across other curriculum areas.

Foundation Stage

Attainment on entry is assessed within a Reception Baseline from which we plan individual learning journeys in the early years. All EYFS Leaders within DSAT use NFER as the provider of their Baseline Assessment.

Following the completion of baseline assessment tasks, continuous assessment, from lesson to lesson and across all areas of learning, takes place throughout each child's first year in school. Outcomes inform next steps in planning, enabling a full and accurate profile of pupils' emerging skills and knowledge to be built up across the year.

Continuous assessment data is stored electronically. Their attainment in the Foundation Stage Profile showing evidence of curriculum content and progress may also be retained for each pupil.

EYFS teachers use their accumulated evidence to record each child's level of knowledge, skills and attitudes against a set of predetermined criteria. From this record is drawn outcomes that determine the child's end of EYFS GLD (good level of development) overall profile.

Key Stages 1 and 2

Trust schools are expected to use assessment approaches that directly link to the 2014 National Curriculum expectations and guide their practice in each year group in Key Stage 1 and Key Stage 2.

Pupils' attainment must be assessed against the appropriate age related expectations in each year group and in each subject area.

All DSAT schools are expected to have an effective assessment tracking system in place. This must use formative teacher assessment outcomes to accurately determine termly the percentage of pupils on track to achieve end of academic year age related expectations (ARE) together with the percentage on track to achieve ARE with deeper learning.

DSAT schools measure progress by comparing attainment to expectations which are used to set targets for each child in core areas of the curriculum based on previous assessment outcomes. We use the outcomes of EYFS baseline, GLD, previous teacher assessment, standardised tests and National KS1 assessments to guide our expectations.

At the end of each term all DSAT schools are expected to report the % of pupils on track to achieve ARE and to achieve ARE with depth of learning.

Data collected by DSAT from each school includes the attainment of each year group overall and by class. **(see Appendix 2).**

Pupils (with the exception of those with a recorded SEND which affects their cognitive ability) are expected to achieve at least age related expectations in all core subjects by the end of Key Stage 2, with a targeted expectation of at least 85% overall attaining this level.

Year on year, good and outstanding progress will enable an increasing proportion of pupils to reach age related expectations and to do so with deeper learning.

Children's progress and attainment is continually assessed through:

- Planning tailored to pupils' needs with assessment statement criteria included
- Observations and discussions about work
- Accurate and timely feedback to children including next steps
- Literacy records including reading records, phonic/spelling checkups, writing assessments, speaking and listening/oracy observations
- Numeracy records
- Core and foundation subject assessment records
- Special needs diagnostics
- Year 1 Phonics Screen
- Year 2 Phonics Screen (if unable to meet required score in Year 1)
- End of year tests in Y1 – Y5 (Reading, Grammar and Maths)
- End of KS1 test outcomes
- End of KS2 National tests in core subjects (including Science for a sample of children each year)

Assessment outcomes are frequently updated by teachers within the school's chosen tracking system. Updates are made to tracking systems by class teachers when their individual assessments of their pupils' skills and understanding indicates that progress has been made towards statements within subject areas.

The Trust gathers data from schools at three points across each academic year as follows:

- **Autumn Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;
- **Spring Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;
- **Summer Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;
- **Summer Term 2** – Standardised Summative Assessment Test data (Rising Stars) + National test data

The analysis of children's assessment outcomes at school level is used to inform discussions at Pupil Progress reviews and to determine next steps.

Pupil progress reviews focus on outcomes of the following key pupil groups including:

- Boys and Girls
- Pupil Premium pupils / non-Pupil Premium pupils (with and without SEND)
- Higher Ability Pupils / non-Higher Ability Pupils
- SEN pupils / non-SEN pupils
- EAL pupils / non-EAL pupils

DSAT schools provide support and intervention as required to ensure gaps in progress between pupil groups are narrowed and no child is left behind. If DSAT has concerns about the progress of particular children or groups of children in any Trust school, we may gather assessment information with greater frequency from that school to analyse the effectiveness of focussed interventions and to work with the school to agree and implement next steps.

The Director of Primary Education has oversight of the assessment outcomes of all DSAT schools each half term and ensures that data is analysed and shared with the CEO and School Improvement partners. This analysis of termly outcomes in professional conversations with school leaders to ensure that corrective action is taken if standards do not rise in line with expectations. The Director of School Improvement also facilitates the Assessment Network group which meets half termly to develop and extend the effectiveness of assessment systems throughout the Trust.

Teachers' assessment records

Each teacher has access to electronic records to assessment information for their class within the schools chosen assessment tracking system. Teachers are responsible for the regular update of assessment information of pupils in their class, and for the analysis of progress towards expectations. The teacher is responsible for using assessment outcomes to identify needs and for implementing support and intervention appropriately with individuals and groups of children. The teacher must analyse the impact of interventions and determine next steps to ensure that children achieve in line with expectations.

Pupil progress reviews are held termly. Senior leaders and class teachers should work together, using the evidence held within the school's assessment system, to analyse attainment, progress and next steps required for each pupil group to achieve in line with or above expectations each term.

Outcomes of pupil progress reviews in each year group are recorded, and should give details of interventions in place to accelerate learning where necessary. **(see appendix 3)**

Pupils with Special Educational Needs

Children with registered special educational needs that impact on their cognitive ability are supported to access the National Curriculum. All children have the right to experience quality first teaching at an age appropriate level, however we recognise that adaptation of the curriculum may be necessary to meet the particular needs of a very small minority of pupils.

Within the age-related expectations of attainment it is likely that in each year group there will be a very small minority of pupils with significant cognitive delay who may struggle to achieve. It may be necessary for schools to break down the age-related expectations into smaller steps so that progression may be measured and celebrated. It may very occasionally be necessary to also develop a pre age-related ladder of skills in certain isolated cases where a child's individual learning needs are so significant that they are unable to access the smaller steps of progression within a curriculum year. DSAT schools will use the PIVATs approach to small steps assessment for pupils whose cognitive skills fall well below age-related expectations in order both to record small steps progress and to guide next steps.

Points to remember:

- **SEN is never an excuse for poor progress.** The expectation of progress of children with special needs should be at least comparable to that expected of all children.
- Units of learning may need to be smaller to enable children to gain a sense of progress
- More frequent recognition of achievement may be necessary
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. oral rather than written questioning)
- Assessment tasks must be approached by the teacher without preconception about the child's performance. Findings must be based on evidence. Some children may have special needs in one area but not in another.
- Progress of children on the SEN register must be monitored to ensure that all continue to develop their skills and knowledge at an appropriate pace.

Higher Attaining Pupils

Higher attaining pupils are initially identified from the outcomes of the EYFS baseline assessment. As children progress through Key Stage 1 and Key Stage 2 additional pupils who make very good progress may be identified as high attaining as they develop.

Teachers must provide suitably challenging work that enriches and deepens understanding and which is differentiated appropriately to meet the needs of higher attaining pupils. Their progress must be monitored carefully each half term to ensure that they continue to develop their skills and knowledge effectively.

High attaining pupils are expected to securely master age-related expectations and to demonstrate evidence a deeper learning. This involves the pupil being able to confidently and accurately use and apply their advanced skills and knowledge in a subject to solve problems both in that subject and in other areas of the curriculum.

Consistency of judgements - Moderation

Skilled moderation of the accuracy of assessment judgements is essential in order to achieve consistency in the quality of our assessments. We promote consistency by:

- Working in close collaboration with colleagues across all Trust schools
- Sharing planning and schemes of work
- Using similar approaches to formative and summative assessment, including using electronic forms of tracking
- Undertaking moderation activities to ensure:
 - agreement in common of expectations linked to curriculum based statements
 - our understanding of age-related expectations and depth
- Agreement of an annual plan for moderation of the accuracy and consistency of assessment in a range of curriculum subject areas as follows:
 - Year 2, Year 4 and Year 6 – moderation of Teacher Assessment outcomes by year group staff across the trust each term
 - English & Maths – twice a year across the Trust – subject leaders
 - Science – once a year across the Trust – subject leaders
 - Wider curriculum – ‘in-school’ moderation - subject leaders
 - Year Group teach-meets across clusters of schools enable teaching colleagues to meet together each term to share best practice, including the moderation of outcomes

Review

Our assessment practices continue to develop and are closely monitored to ensure that they:

- Reflect the aims of each school
- Encourage all pupils to achieve the highest personal standards possible
- Remain relevant and consistent
- Involve pupils
- Remain manageable
- Fulfil our statutory obligations

Formal Assessment and Target Setting Cycle

September

Reception Baseline Assessment completed within first three weeks of term

Week before October half term

School based target setting information submitted to DSAT

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

End October

Year 6 Assessment Tests

Year 2 Assessment Tests

Mid November

Rising Stars NTS Tests Y1, 3,4,5

Week before end of Autumn Term

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

Mid-January

Year 6 Assessment Tests

Year 2 Assessment Tests

Towards end of Spring Term

Rising Stars NTS Tests Y1, 3,4,5

Year 6 Assessment Tests, Year 2 Assessment Tests

Week before end of Spring Term

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

May

Year 2 and Year 6 National Assessments

Four weeks before end of Summer Term

Rising Stars NTS Test assessment in Y1 – Y5 in Reading, Grammar and Maths

Y1 Phonics Screening check (+ Y2 re-sits)

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth