



**Individually Strong, Collectively Stronger**

## Assessment Policy



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### **ASSESSMENT POLICY**

There are two main types of assessment: summative and formative (also referred to as assessment for learning). This policy refers to both types of assessment and explains how at Allen Edwards they are used in conjunction with each other to maximise the benefit to each pupil and their achievement within school.

Assessment is a natural part of the learning and teaching process and should be read in conjunction with the learning and teaching policy. It is an important feature of the school's planning arrangements and the monitoring of the progression of individual pupils. Assessment is a process which provides information on the individual child's experiences and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning and development.

**The aims of assessment at Allen Edwards are:**

- **To ensure that every child knows how they are doing, and understands what they need to do to improve and how to get there;**
- **To ensure that every teacher is equipped to make well-founded judgements about people's attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;**
- **To provide a means of evaluating the school's curriculum, quality of teaching and achievement of pupils;**
- **To ensure that there is a structured and systematic assessment system for making regular, useful, manageable and accurate assessment of pupils, and for tracking their progress;**
- **To provide accurate, timely and useful information to parent and carers about how their child is doing, what they need to do to improve, and how they can support the child and their teachers.**

*(Based on Assessment for Learning Strategy)*

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

For effective Assessment for Learning to take place, children need to:

- Know what is expected of them and understand how to be successful;
- Have short term, achievable targets (individual, group and class targets)
- Be offered strategies to help them learn effectively;
- Have regular opportunities to review their learning.
- Have regular opportunities to respond to feedback from the teacher, teaching assistant and other pupils.

Teachers need to:

- Identify clear learning objectives and success criteria;
- Plan and use questioning effectively;
- Share examples of 'good' or 'successful' work;
- Provide timely and accurate feedback to pupils both verbally and in written form to support their next steps.



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- Ensure marking is focused on learning outcomes and individual targets for pupils (*Please see the marking policy for further details and the SEND Assessment and Target Protocol*)
- Embed the use of peer and self-assessment and opportunities for pupils to respond to written feedback as part of their classroom routines;
- Use assessment information gathered within a lesson to inform the lesson or future lesson plans;
- Emphasise positive achievement;
- Provide information for other teachers and support staff;
- Use assessment information to evaluate teaching and learning in the classroom;

### Summative Assessment

**At Allen Edwards summative assessments are carried out each term and reported upon to the School Improvement Advisor, Governors and discussed and disseminated at Leadership level.**

Summative assessments provide a snapshot of what a child can do at that time and provide detailed information to inform planning, whole class and group target setting, Individual Support Plans, Focused Support Plans, Class Interventions and Individual Targets.

They are an integral part of the school's termly Pupil Progress Meetings which are held with a member of the Leadership Team and each class teacher. The purpose of these meetings is to analyse the termly assessments, identify trends in data and from this identify key priorities and actions to ensure each child is making progress and achieving their potential alongside the achievement gap between pupils being narrowed.

### The school uses the assessment information towards the evaluation of:

- The quality of teaching and learning;
- The achievement and progress of each pupil;
- The curriculum and its effectiveness;
- To inform school priorities as set out in the Self Evaluation and School Development Plan;
- To prioritise additional funding and provision;
- To inform receiving schools;
- To ensure that full reports are made available to the parents and other agencies;
- To provide accurate information for governors, the LEA, the DfE and other appropriate bodies about curricular achievements;
- To identify those pupils who need to go on the school's register of pupils with special educational needs or the gifted & talented register. (For further information, see Inclusion Policy)

Within KS1 and 2 Summative Assessment includes the following:-

- National statutory tests (SATs) at the end of each Key Stage;
- End of Key Stage teacher assessment;
- Non-statutory tests in Years 1, 3, 4 and 5 in Reading, Writing, GPS (Grammar, Punctuation and Spelling) and Mathematics;
- Termly teacher assessment in Reading, Writing and Numeracy
- Class tests given by teachers (i.e. arithmetic, times tables and spelling tests).



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### **ASSESSMENT WITHIN EYFS** *(Read in conjunction with EYFS Policy)*

As each child enters Nursery and Reception we use our professional judgment to assess the age band children are working 'within' across the EYFS 17 areas of learning. Within the first 3 weeks of the child starting they will be given a baseline assessment.

Expected standards on entry are as follows:

#### **Nursery**

30-50 months = In line with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

#### **Reception**

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways including: long and short observations, photographs and samples of work. All members of the EYFS team are encouraged to contribute and discussions take place. Significant observations of children's learning and achievements are collated in their own personal learning journey, which are shared with parents. Parents are invited to attend open evenings where learning journeys can be shared and discussed.

### **The Foundation Stage Profile**

The EYFS profile is completed at the end of Reception and summarises and describes pupils' attainment at the end of the EYFS. It gives the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors and a short narrative describing the pupil's characteristics of effective learning.

Children will be defined as having reached a good level of development (GLD) at the end of the EYFS if they achieve at least the expected level in the Early Learning Goals in the prime areas of learning (Communication and Language, Physical Development, Personal, Social and Emotional Development) and the Early Learning Goals in the specific areas of Mathematics and Literacy.

The profile makes judgments about each child's progress and these judgments will form part of the report to parents at the end of the Foundation Stage. It is completed using evidence from regular observations and on-going assessments and will also form the basis for professional dialogue in transition to Year 1 where subsequent achievement can be measured and compared against actual improvement. Here, the profile can be used formatively, to identify strengths and weaknesses, so teachers can provide appropriate learning experiences for individual children.

Within the final term of Reception, we provide parents with a report based on their child's development against the Early Learning Goals and the characteristics of learning. The parents are then given the opportunity to discuss these judgements with their child's Reception class teacher in preparation for Year 1.



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### **Moderation**

In order to ensure that judgements of all staff are in line with local and national standards we ensure that there are termly internal opportunities to moderate work. Twice a year we moderate work across the collaborative schools that form our local area cluster. Termly reviews of the assessment criteria is used to support teacher judgement alongside borough moderation checks.

### **TRANSFER OF INFORMATION**

Assessment information is passed on to:-

#### **Other teachers**

Class teachers receive:-

- Individual reading records;
- Year 2 or optional SATS results;
- Termly reading, writing and numeracy levels;
- Key objective records for Numeracy;
- Class ability grouping in the core subjects;
- The current Literacy, Numeracy and Science books for each child;
- S.E.N information including current ISP (Individual Support Plan), FSP (Focused Support Plan) and CIO (Class Intervention Overview);
- EAL information;
- Most able information;
- Foundation end of unit assessments.

#### **New schools**

The following are forwarded to new schools:-

- All of the child's previous reports and SEN records (where applicable);
- Key Stage test results.

#### **Parents/Carers**

Parents/Carers are provided with:-

- the opportunity to discuss their child's progress and targets once a term with the class teacher;
- the opportunity to make an appointment with the class teacher, Assistant heads, Deputy Head or Headteacher at any time during the year;
- a yearly report informing them of their child's progress in all subject areas with a target for improvement in Literacy, Numeracy and Science. They are given the opportunity to discuss these with the class teacher.

**Signed by Headteacher: Louise Robertson**