



## Assessment Policy

<b>Written by:</b> J.Ashan	<b>Date:</b> September 2020
<b>Last reviewed on:</b> Autumn 2020	
<b>Next review due by:</b> Autumn 2021	

### Rationale

*Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress, and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children. Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.*

### Aims and Objectives

- To improve the quality of learning and teaching throughout the school so that all children make good progress and achieve high standards of achievement.
- Track attainment and progress, against age-related expectations for individual children and cohorts to inform teaching and learning.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom and meaningful feedback (written and oral) is shared with children, highlighting their strengths and helping them to understand what they need to do to improve.
- To ensure there is consistency in assessing the attainment and progress of every child (given their starting points), across all subject areas and age phases - making sure they make good progress towards achievable but challenging targets.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils e.g. identifying and planning for children who are falling behind in their learning, those who have special educational needs and need additional intervention and those who are the most able.
- To enable the active involvement of pupils in their own learning ensuring they are ready for their next steps in learning at key transition points.
- To provide regular information for parents that enables them to support their child's learning.



- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against Northern Ireland and national standards.

## Types of Assessment:

Southfields Primary School uses a combination of formative and summative assessment as outlined below:

### ***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.

### **Formative assessments are used to:**

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

### ***On-going Formative Assessment***

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning of objectives and success criteria each lesson.
- Effective Questioning throughout the lesson to judge pupil understanding.
- Observations- either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning e.g. regular comprehensions and Fluency assessments in KS2
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria.



- Sampling pupils' work.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

## ***Summative Assessment- Assessment of Learning***

Summative assessment (Assessment of Learning) is important for informing both teachers and parents of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

## **Summative assessment - Years 1-6**

Summative assessments are used to assess what a child can do at a particular time and are used as one part of **overall teacher assessment**.

- Wellcomm Screening on entry to EYFS
- Year 1: Phonics Screening Check (May)
- End of KS1 (Year 2) and end of KS2 (Year 6) Statutory Assessment Tests (SATs) (May).
- Year 1 - 6: Power Maths Progress Checks (End of each Power Maths Unit)
- Y4 Multiplication Tables Check (June)
- Reviews for pupils with SEN and disabilities.
- Comprehension, Testbase, Diagnostic tests for targeted children, including new arrivals.

## **Progress**

### ***Progress at the end of each curriculum year: Years 1-6***

Following the introduction of "Assessment without Levels", and in tandem with the introduction of the NC 2014, progress will be measured against Age Related Expectations - where each child's progress is measured against their individual starting points.

### ***Progress between terms: Years 1 - 6***

During the academic year, **teacher assessments** are made using the combination of formative and summative assessment to decide how well a child has met the learning objectives during a given period. We use the assessment measures, **Below, Working Towards, Expected, and Greater Depth (BWEG)** against our 'Southfields Aspirations' to measure progress between terms for English and Maths. Children are judged against each "Aspiration" as either;

- 1 (beginning to develop the skills for that aspiration),
- 2 (meeting expectations for that aspiration) or
- 3 (exceeding expectations, so working at a deeper level within that aspiration)

Using the 1, 2 and 3 star system on an online Assessment system, teachers make ongoing judgments which are tallied up in each data capture and presented as an overall judgment supported by the online system.



For all other subjects, progress is highlighted on “Milestones” personalised to Southfields Primary but relating to the National Curriculum 2014 objectives. These have been set and agreed by SLT and subject leaders.

## ***Progress between years***

At the beginning of each academic year, target setting takes place and target pupils are also identified, taking into account the total points progress achieved in the previous academic year and teacher assessment at the end of the previous academic year.

## **Summary of End of Year Age Related Expectation Progress Measurements: Years 1 - 6**

<b>Description of Progress</b>	<b>Overall Teacher Assessment</b>
Beginning	A child who has achieved only a few aspirations ( <b>15% - 29%</b> as a percentage guide)
Beginning Plus	A child who has achieved some aspirations ( <b>30% to 39%</b> as a percentage guide)
Working Towards	A child who has achieved many aspirations ( <b>40% to 54%</b> as a percentage guide)
Working Towards Plus	A child who has achieved many more aspirations ( <b>55% to 69%</b> as a percentage guide)
Expected	A child who has achieved most aspirations ( <b>70% to 79%</b> as a percentage guide) <b>and all KPIs*</b>
Expected Plus	A child who has achieved most aspirations ( <b>80% to 89%</b> as a percentage guide) <b>and all KPIs*</b>
Greater Depth	A child who has achieved all, or almost all of the aspirations <b>with all KPIs*</b> ( <b>90% to 99%</b> as a percentage guide) and demonstrated a deep and secure learning of the aspirations.
Greater Depth Plus	A child who has achieved <b>100%</b> of the aspirations for their year group and demonstrated a deep and secure learning of the aspirations.

*\*KPIs - Key Performance Indicators (Aspirations which must be secure for that year group.,*

## **Summary of Points Progress over a term** from individual starting points

0 or 1 points progress	Limited progress
2 points progress	Expected progress
3 or more points progress	Very Good/Accelerated progress

## **Summary of Points Progress over the year** from individual starting points

0 - 5 points progress	Limited progress
6 points progress	Expected progress
7 or more points progress	Very Good/Accelerated progress



## Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs. We have a clear approach to identifying children with SEND which may impact upon attainment or progression such as visual impairment, hearing impairment, ASC, ADHD, SEMH and Speech and Language difficulties.'

## Assessing the most able children

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject/subject area. At the end of each year, children working at 'greater depth' are reset to Beginning + in the next curriculum and identified as 'GD' on the current curriculum. This is due to the children having a deeper understanding of their current year group. When they move up, they begin at the start of their new year's curriculum with a slight advantage. These children are identified so they can be tracked and monitored through data analysis.

### Data

#### ***Data collection, reporting and target setting***

The school uses **Educater** as its data management system. Input of data takes place 3 times per year: at the end of each term (December, March and July). The data is anonymised and reported to Governors. At any time during the year **teacher assessment** is used to discuss with parents on an ad-hoc basis, at the parent's request. In addition, forms the basis of feedback at the formal parents consultations (November and February) and is at the core of the end of year formal written reports (July). Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (Head Teacher, Senior Leaders and subject leaders) and children to ensure that our assessment aims continue.

#### ***Target Setting***

Using the numerical formula provided by our tracker **2** points progress is expected progress per term. As a school with high aspirations, the target set for each child is to make **at least 6 points** progress over the whole school year which will equal to expected progress from their individual starting points. At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, a case study will be compiled including evidence of intervention strategies.

### Early Years

Early Years, use a combination of the EYFS profile and a baseline assessment to measure children's progress.

#### ***Baseline***



- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

## ***EYFS Profile***

The EYFS profile assessment is carried out in the final term of Reception

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on Tiny Tracker (Educater). Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

## **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Marking Policy for detailed information.

### **What Does Southfields Primary Use?**

#### ***Recording/Data Analysis:***

- A variety of recording systems are used which are manageable and purposeful.
- Target setting.

#### ***Assessment Moderation***

- Phase meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and the level criteria.

#### ***Monitoring and Evaluation***

- We will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers and lesson observations.
- English and Maths Subject Leaders will carry out monitoring, assessment moderation and book trawls as part of this process.



## **Reporting to Parents**

Reports to parents are given verbally at parents' evenings. A comprehensive written report is provided at the end of the Summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing.
- Their child's strengths and any achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

## **ARRANGEMENTS FOR THE GOVERNANCE, MANAGEMENT & EVALUATION OF ASSESSMENT**

### **ROLES AND RESPONSIBILITIES**

#### **GOVERNORS**

- Monitor whole school data.
- Monitor assessment practices in school.

#### **SENIOR LEADERSHIP TEAM INCLUDING KEY STAGE LEADERS**

- Moderate assessments with teachers.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

#### **THE ROLE OF THE ASSESSMENT COORDINATORS**

- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements.
- To provide or arrange training on matters relating to assessment.
- To coordinate the production and review of school policy and guidelines on assessment.
- Advise on the statutory tests and assessment procedures.
- Coordinate electronic transfer of data.
- Monitor assessment procedures and practices.
- Produce annually an action plan for the SDP and ensure its implementation.
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievement.
- Coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting.
- Evaluate the quality and appropriateness of existing assessment resources.
- Manage the purchase and deployment of assessment resources.
- Keep up to date with local and national developments on assessment.
- Attend appropriate INSET and disseminate information to colleagues.



## TEACHERS

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

## TEACHING ASSISTANTS

- Provide feedback to teachers on pupil progress and attainment.

## PARENTS AND CARERS

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

## PUPILS

- Take ownership of their learning, working hard to achieve their targets

## Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## School Year Assessment Overview

Term	Senior Leadership team	Class teachers
Autumn 1	<ul style="list-style-type: none"> <li>• Tracking grid produced on 'Educater' for class teachers</li> <li>• Curriculum Lead meets each Subject Lead to discuss next steps from previous year.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial Pupil Progress/Transition meeting with SLT (based on end of Summer 2 data)</li> <li>• Performance management meetings linked to the School Development Plan</li> <li>• Regular moderation carried out by Teachers and SLT</li> <li>• Curriculum Lead meets Subject Leaders during Management Release Time</li> <li>• Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts/slides</li> <li>• Power Maths Progress Checks</li> <li>• Parent/Teacher Consultation</li> <li>• EYFS baseline assessment (Age related assessment is recorded)</li> <li>• Half termly phonics assessments.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>• Whole School Analysis including the analysis of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Core Subject Assessment - Update Educater</li> <li>• Assessment Moderation</li> <li>• Submit Foundation Subject Assessment on Tracking Grids</li> <li>• Termly progress meetings</li> <li>• Curriculum Lead meets Subject Leaders during Management release time and termly reports</li> </ul>





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		<ul style="list-style-type: none"> <li>• Support Plan Meetings with SENCO and SLT</li> <li>• Power Maths Progress Checks</li> <li>• Regular moderation carried out by Teachers and SLT</li> <li>• Unaided writing to inform future English planning</li> <li>• Half termly phonics assessments.</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• Curriculum Lead analyses Subject Leader Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Regular moderation carried out by Teachers and SLT</li> <li>• Curriculum Lead meets Subject Leaders during Management release time</li> <li>• Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts/slides</li> <li>• Power Maths Progress Checks</li> <li>• Unaided writing to inform future English planning</li> <li>• Half termly phonics assessments.</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Whole School Analysis including the analysis of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management Mid-Point Review linked to the School Development Plan</li> <li>• Parent/Teacher Consultation</li> <li>• Formal Core Subject Assessment - Update Educater</li> <li>• Assessment Moderation</li> <li>• Submit Foundation Subject Assessment on Tracking Grids</li> <li>• Termly progress meetings</li> <li>• Power Maths Progress Checks</li> <li>• Curriculum Lead meets Subject Leaders during Management release time and termly reports</li> <li>• Support Plan Meetings with SENCO and SLT</li> <li>• Regular moderation carried out by Teachers and SLT</li> <li>• Unaided writing to inform future English planning</li> <li>• Half termly phonics assessments.</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• Curriculum Lead analyses Subject Leader Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Regular moderation carried out by Teachers and SLT</li> <li>• Curriculum Lead meets Subject Leaders during Management release time</li> <li>• Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts/slides</li> <li>• Parent/Teacher Consultation</li> <li>• Unaided writing to inform future English planning</li> <li>• Half termly phonics assessments.</li> <li>• KS2 SATs</li> <li>• KS1 SATs</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• Whole School Analysis including the analysis of groups</li> <li>• Key Stage Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal Core Subject Assessment - Update Educater</li> <li>• Performance management meetings linked to the School Development Plan</li> <li>• Assessment Moderation</li> <li>• Submit Foundation Subject Assessment on Tracking Grids</li> <li>• Curriculum Lead meets Subject Leaders during Management release time and completed reports</li> <li>• End of Year progress meetings</li> <li>• Power Maths Progress Checks</li> <li>• Y4 Multiplication Tables Check (June)</li> </ul>



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		<ul style="list-style-type: none"><li>• Support Plan Meetings with SENCO and SLT</li><li>• Transition meetings (at the end of Summer 2) - Handover assessment and notes to new teacher including cross-KS moderation</li><li>• Regular moderation carried out by Teachers and SLT</li><li>• Unaided writing to inform future English planning</li><li>• Half termly phonics assessments.</li><li>• Phonics Screening</li><li>• Annual Reports</li><li>• Foundation Stage Profile</li></ul>
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***Any questions or concerns regarding this policy should be made to the Senior Leadership Team***