



Assessment Policy

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Monitoring: Achievement Committee

Approved by Achievement Committee

Purpose of the Policy

The purpose of the assessment policy is to:

- Achieve consistency in assessment and performance monitoring across the school and the curriculum.
- Establish a rigorous system of assessment and measuring achievement to ensure that children are making good progress and attaining at ambitious levels.
- Ensure that all pupils progress well from their starting points and achieve or exceed standards expected for their age nationally
- Continue the use of Target Tracker as the school's current system for tracking progress, monitoring achievement and setting targets for individuals and groups of pupils.
- Ensure that assessment is clearly related to relevant performance descriptors within Target Tracker, the EYFS curriculum, the National Curriculum and other aspects of the school's general studies curriculum.
- Give clear guidelines to staff on the assessment of children's work and performance and related administrative tasks
- Set clear expectations and assessment criteria for both staff and children.
- Define roles and responsibilities to ensure that assessments are undertaken in a timely, appropriate and accurate manner.

This Policy must be read in conjunction with the following policies:

- Marking and Feedback Policy
- Presentation Policy

Aims of Assessment at Eden

To inform:

- Pupils and their parents about achievement (progress and attainment)
- Parents about areas where they can support their child's learning and development.
- Pupils, parents and teachers about next steps required for further progress and learning
- Teachers about gaps in pupils' knowledge, understanding and skills that need to be addressed through further teaching and learning
- School leaders about the attainment and progress of pupils and groups of pupils in order to ensure equality of opportunity, inform teachers' performance management and help leaders target new initiatives, resources and intervention strategies

- Teachers and school leaders about pupils who need specified intervention so that they are rapidly identified, appropriately supported and monitored to ensure that all pupils fully achieve their potential and no one is left behind.

To ensure that children:

- Make progress
- Know their achievements and what they need to do next to improve
- Are given clear, relevant, individual and class feedback on their learning from the formative assessment of class teachers.
- Are recognised and celebrated for their achievements.

To ensure that teachers:

- Have consistently high expectations of what children can achieve, including the most able and least able pupils.
- Integrate information from formative and summative assessment into planning and delivering teaching and learning
- Adapt, differentiate and design planning and teaching to meet the needs of **all** learners based on information from formative assessment
- Use records of achievement and assessment to ensure smooth transition between classes

To ensure that the school's leadership (SLT and Governors):

- Use data to ensure the school is supporting pupils' learning effectively.
- Can provide information and data for inspection teams, the FGB and outside advisors to show how children are performing.
- Comply with statutory requirements
- Monitor teacher performance, accountability and expectations making links to performance management
- Ensure a manageable workload for teachers
- Have a consistent approach that measures school progress against national standards
- Clarify levels of performance required of children and staff

Roles and Responsibilities

Teachers are responsible for

- ensuring that they are familiar with standards for their subjects
- following the Marking and Feedback and Presentation Policies rigorously
- regularly assessing pupils and providing feedback
- ensuring that children are able to use their feedback effectively
- adapting planning and differentiating for individuals and groups in line with assessment to ensure good or better progress for all
- providing assessment information for pupils, parents and school leaders
- obtaining information from teaching assistants on progress and attainment of pupils
- keeping up to date with developments around the use of Target Tracker

Subject leaders are responsible for:

- moderating and ensuring that assessments are carried out accurately
- monitoring quality and accuracy across the curriculum area
- setting goals for the improvement of performance
- providing support with planning and assessment activity
- tracking data outcomes

Senior Leaders (HT, DHT, Assessment Lead, Inclusion Leader) are responsible for

- moderating assessment regularly
- providing data analysis to staff and governors
- holding teaching staff to account for pupil progress in pupil progress meetings and performance management addressing underperformance and setting targets
- ensuring that staff are sufficiently trained

Governors are responsible for:

- monitoring whole school progress data with support of HT and Assessment Lead.

Parents and carers are responsible for:

- Supporting children at home where necessary and with homework to positively impact progress

Formative Assessment

Teachers carry out continuous assessment while teaching both formally (testing) and informally during a unit of work. They do this by:

- Working alongside and supporting pupils
- Getting to know and developing a strong rapport with every child irrespective of need

- Scrutinising children's work and books
- Listening to children
- Observing children
- Meeting with children as individuals or in groups as a whole class
- Talking with children about their understanding of what they need to do to make progress and take next steps
- Following the school's Marking and Feedback Policy, an important aspect of assessment, to promote learning
- Marking books and tasks set against success criteria and learning outcomes
- Setting assessment tasks
- Testing as appropriate
- Recording children's achievements and performance in as many different ways as possible: taking photos, documenting children's comments and activities, etc

Teachers use their assessment findings to identify next steps for children, both individuals and groups, and to inform planning, teaching materials and strategies during the delivery of lessons and when planning of subsequent work in order to maximise attainment.

All teachers keep the following records:

- Planning in the teacher's own choice of format, but clearly showing a record of what has been taught in all areas of the curriculum including clear differentiation and with group and individual evaluations (weekly)
- Home School Reading journals which include a weekly dialogue between home school (and when developmentally appropriate the child) and books read
- Learning Goals sheets in the back of children's writing and maths books identifying children's steps for particular learning targets
- Records of any testing
- Target Tracker Statements (a minimum of each half term)
- Children's workbooks containing marking in accordance with Eden's Marking & Feedback Policy, making clear when targets have been achieved
- Records of teacher interventions and conversations with children, either in the child's book, in a markbook or file, or attached to Target Tracker
- Notes about children or marksheets when helpful
- Notable moments
- Learning Journals for EYFS
- Photos, documentation and other ways of recording performance
- Records of conversations with parents including parent/teacher consultations
- All other useful evidence

Children are actively involved in the formative assessment process and time is devoted regularly to ensure that children reflect on their successes and how to improve their work using:

- Self -evaluation against success criteria prompts
- Responding to marking
- Strategies such as thumbs up, thumbs down responses
- Evaluation sheets
- Use of the learning goals
- Peer evaluation of work
- Pupil conferencing with staff
- Reporting to their parents

Summative Assessment

Teachers assess and record progress on Target Tracker towards end of year objectives using a step system by the end of every term for English, Maths and Science in line with the school's assessment calendar. These are best fit judgements based on all the evidence collected and professional best fit judgements.

Target Tracker is used to track and monitor pupils' progress. It is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Keys Stages 1 and 2. It includes complete support for the National Curriculum allowing Eden to rest assured we are up-to-date with the latest best practice.

Teachers ensure that they have and continue to develop a strong understanding of age related expectations (ARE) for their year group and end of Key Stage expectations. This is achieved by the use of examples from Target Tracker and other sources of exemplification, NC and EYFS statements, cross school moderation meetings, knowledge of standardised tests and school standards files.

The ARE for each year group are divided into six steps:

- Beginning (B)
- Beginning plus (B+)
- Working within (W)
- Working within plus (W+)
- Secure (S)
- Secure plus (S+)

The year group (also called assessment band on Target Tracker) is identified by placing the year number before the grade as follows:

- 1B
- 1B+
- 1W, etc

The three broad sections are defined as follows:

Beginning – Pupil learning is mainly focused on the criteria for the band but there may be minimal elements of the previous band still to gain complete confidence in.

Working Within – Pupil learning is fully focused on the criteria for the band. This is a teacher best fit decision but pupils should have achieved 40-70% of the Key Progress Indicator (KPI) statements for the band. The Key Progress Indicator statements are clarified in Target Tracker and based on the NAHT KPI statements

Secure –Some pupil learning may still be focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

The plus steps enable teachers to show where pupils have made progress but are not fully working within the next band.

Secure Plus – Pupils have achieved all the expectations for the band and are able to apply them in a broad range of independent contexts in creative and masterful ways.

A child working at the expected level for the end of year 2 would be working at 2 secure (2s). For a Year 2 child who has mastered all the objectives and is working at a deeper level beyond the expected level for their age they would be working at 2 secure plus (2s+)

During each key stage, teachers familiarise themselves with end of Key Stage assessment expectations and tests in order to progress towards these goals. The school ensures that end of year assessment is accurate and uses available testing and assessment materials and resources to ensure that children are meeting age related expectations and working towards achieving ambitious targets set.

Types of Assessment

Teachers use a combination of observation, work scrutiny, marking and short assessment tasks for establishing pupils' starting points (baseline). After this, continuous teacher assessment, together with testing where helpful, is used to

provide the information necessary to modify teaching so that pupils achieve their potential by the end of a year or key stage.

Assessing Progress

Progress is assessed and monitored by teachers and SLT in the following ways:

- Looking at children's work and teacher's marking
- Looking at pupil's responses to marking and identified next steps
- Work scrutiny by SLT, SIP, subject leaders and peers
- Lesson observations by internal and external leaders (showing progress both within a lesson and over a series of lessons)
- Parent feedback
- Children's feedback
- Evaluating work of targeted groups
- Looking at assessment data

When using data to assess progress, teachers' 6 step judgements are used.

In KS1 & 2 expected progress for a pupil in a year is 6 steps e.g. if a child finishes Year 1 at 1secure, they would be expected to be 2secure at the end of the year.

In Year 1, pupils are expected to make 5 steps progress from the baseline against the National Curriculum in Autumn 1.

In the EYFS, children are expected to make 5 steps of progress from baseline (Autumn HT 1). eg. If on baseline they are at 40-60m B, we would expect them to be 40-60m S at the end of the year or at 'expected' in the ELG.

The school will measure progress from Reception to the end of Key Stages 1 and 2 taking into account government floor standards and other guidance.

Statutory Assessment

At the end of the EYFS, children are assessed against the Early Learning Goals in line with statutory guidance. Results are reported to the local authority and staff take part in local authority moderation activities.

Year 1 pupils do the Year 1 Phonics Check with their class teacher and results are reported to the local authority and published on the school website. Any child who did not participate in the screening or reach the expected standard in Year 1 retakes in Y2 following targeted intervention (if appropriate).

At the end of KS1, pupils are assessed in English, Maths and Science and results reported to the local authority and published on the school website. All statutory

guidance is followed and staff take part in Local Authority Moderation and training activities as appropriate.

Standardised assessment tasks are delivered in smaller groups than a whole class and teacher assessment forms a big part of the judgement. Children are given sufficient opportunities to familiarise themselves with and practise the external tasks.

Children in Year 6 will take part in statutory assessment at the end of KS2 in 2017-18. This will be the first time Eden has had a Year 6 cohort. Pupils will be assessed in Reading, Writing, SPAG, Maths and Science and results will be reported to the local authority and published on the school website. All statutory guidelines will be followed and staff will take part in Local Authority Moderation and training activities as appropriate.

Target Setting

Pupils at Eden generally enter with attainment levels at or above national averages.

Almost all children at Eden (90%) are expected to make at least expected progress and often better (30%) other than in exceptional circumstances. Teachers are required to have the highest expectations of the children in terms of attainment and progress.

Targets for attainment and progress are set at the start of each year and discussed at Pupil Progress Meetings during the year.

In KS1 & 2, targets are set for each child in English (Reading and Writing), Maths and Science by SLT following discussion with teachers in Pupil Progress Meetings in the summer term, thorough analysis of data, reference to national data and benchmarking information such as FFT. This is reported in the SDP as a numerical target for % pupils expected to achieve expected level for their age and above the expected level. Progress targets are also set for all children.

In the EYFS, the percentage of children expected to achieve a GLD is targeted as well as targets for progress, Literacy, Numeracy and in areas where this may be helpful according to the data.

A progress target is also set in each of these areas e.g. % of pupils to achieve expected and more than expected progress across the year.

Targets are set for the Phonics Screening in Key Stage 1.

Baseline Assessment occurs in the first four weeks of Reception and in the first four weeks of Year 1 against the NC. Children in Year 6 complete 'baseline into Year 6' assessment tasks.

Eden Primary pays close attention to DFE guidance on floor standards, coasting, age related expectations, expectations of progress within key stages and from one point in the children's primary school education to another.

Assessment Specific to the EYFS

Assessment information is gathered on entry and during Reception by looking at what pupils already know and can do from their parents, carers and nursery schools. This forms part of the baseline assessment and is added to children's learning journals across the year.

A baseline assessment is made on Target Tracker for each child in the first four weeks of schooling. These judgements, together with evidence, are moderated by the EYFS team and assessment lead.

In addition to the formative assessment processes above, the teacher records pupils' achievements against all the areas in the EYFSP using observations and photographs. S/he records significant achievements when a child is seen to apply a new skill independently. A display in the classroom shows the next steps recommended for each pupil according to these observations. This is then used to plan future provision.

Records of observations, combined with pupil work and parent and child comments are recorded in the child's Learning Journal. This is a record of the child's journey through Reception that is shared with parents. It is updated at least fortnightly through child and teacher conferencing and shows evidence of all areas of learning in the EYFS over a half term. Parents are encouraged to contribute to the Learning Journal according to guidelines provided by the Reception class teacher. The Learning Journals are available in the classroom for children and families to look at.

Summative assessment in the EYFS consists of assessing pupils against Development Matters (2012) age bands throughout the Reception Year. This uses the same 6 step system as in KS1-2 for each age band. The class teacher records each child's attainment of the age bands on entry and then updates the assessment termly in line with the school's assessment calendar for all the 17 areas in the EYFSP.

At the end of the EYFS, pupils are assessed against the Early Learning Goals for each of the 17 areas using national exemplification materials in line with statutory requirements.

Standards and Moderation

Children's achievement of a statement is based on teachers' use of all evidence available and professional judgement. They use the examples provided in Target Tracker and other exemplification materials to support and determine these

judgements. They work closely with colleagues in consecutive year groups and subject leaders (where applicable) to ensure judgements are secure.

Standards files of work samples at Eden which exemplify achievement for different year groups in the core curriculum are being developed by the assessment lead and subject leaders for teachers to refer to.

The Assessment lead meets with teachers to moderate and analyse data on a termly basis before reporting to the HT.

Teachers take part in cross-school moderation groups as often as possible. They also attend end of Key Stage LA moderation activities.

Teachers take part in work scrutiny with external and internal leaders.

Pupil Progress Meetings

Pupil progress meetings are held termly with teachers and SLT. They provide an opportunity to analyse class data and put in place an action plan to address areas of teaching in need of development or pupils in need of adaptations to teaching or additional interventions.

Teachers are able to prepare for this meeting with the assessment lead and/or a colleague, and must bring the following to the final Pupil Progress Meeting with the SLT:

- Target Tracker Data
- Assessment File/Cohort file
- Mark book, if used
- Initial analysis of data on the half termly data check form
- Evidence to support data where thought useful, including children's work and assessment records

Teachers come to the meeting with an analysis of the pupil data and evidence to back this up which consists of children's work and assessment records.

Class teachers write up the action plan following the discussion on the agreed pro-forma within one week.

Diagnostic Assessments

All assessments can provide diagnostic evidence, however for children on the SEN Register or those who may be failing to make adequate progress, more detailed assessments may be appropriate to support more detailed identification of difficulties and a personalised support plan to be implemented. This will be done in consultation with the Inclusion Lead using specialist resources if appropriate.

Monitoring and Evaluating Assessment and Achievement/Reviewing Assessment Data

Senior leaders monitor the accuracy of assessments and pupil progress in the following ways:

- Comparing outcomes of assessments with predictions and where children are working currently
- Half termly work and marking scrutiny by SLT and work with external advisors
- Planning scrutiny termly
- Lesson observations at least twice a year
- Lesson observations focussed on particular children
- Three-weekly walk-throughs
- Moderation with other schools
- LA moderation
- Discussion on SLT and with subject leaders
- Termly data analysis
- Data as presented in Analyse School Performance (ASP)
- Use of national data and benchmarking information eg FFT
- Use of national and local data from other similar schools
- Pupil Progress Meetings
- Discussion with governors in the Achievement Committee

Assessment data informs performance management targets to ensure pupil progress is at the core of school improvement.

The SLT analyses school attainment and progress data at least termly to ensure that all children are making good or better progress and achieving at a high standard. They use this data to identify any potentially under-achieving groups and monitor the progress of those already identified. They compare the school's data to that of other similar schools and national results annually, with support from the SIP, FFT and ASP Websites.

The SLT works with teachers in pupil progress meetings to create an action plan for each class to respond to any areas of potential underachievement over the next term. The action plan may consist of professional development for the whole staff or individuals, additional interventions for groups or individuals, or changes to the planning and delivery of the curriculum. These action plans may feed into school development planning.

Reporting to Governors

The Headteacher/Deputy Headteacher reports achievement data termly to the Achievement Committee. She reports the percentage of pupils achieving the expected level and above the expected levels in reading, writing, maths and science

and the percentage of pupils making the expected progress and more than expected progress for each year group in KS 1 & 2. For pupils in the EYFS, attainment and progress against the seven areas of learning and development are reported. She also reports the attainment and progress of vulnerable groups. Currently these are pupils in receipt of pupil premium, pupils on the SEN register, boys and girls. The attainment and progress of a more able group of pupils is also closely monitored and reported on. The Head Teacher and Deputy Headteacher discuss the data with the achievement committee who present it to the FGB.

Governors will use the Governors Dashboard and information available in ASP each year to compare the school's performance to others and hold the Head Teacher to account.

Transitions Between Classes and Schools

Teachers work closely with colleagues in consecutive year groups to moderate work particularly in the summer term. This provides an ideal opportunity for colleagues to become familiar with the work of classes they will teach as well as standards and progress in consecutive years.

Before teaching a new class, a teacher will meet with the previous teacher and share assessment data both qualitative and quantitative; pupils' attainment, progress over the last year, targets set, any intervention that took place, SEN review notes, effective teaching strategies and personal development. They will also share the pupil progress action plans for the previous two terms and their impact, and create an action plan for the new teacher to work from for the Autumn term.

Where children enter Eden as a casual admission, teachers will meet with their parents and request reports from the previous school to ensure transition is as smooth as possible and that provision closely matches children's needs from the very beginning.

Reporting to Parents

a) EYFS

Parents are invited to a parent/teacher consultation towards the end of the first half term, at which the teacher and parents share information that is useful, such as first impressions of how things are going in the year so far from both parties, anything teachers should know from home and how the child has started the year. This will be followed by two pupil focus meetings with their key worker over the course of the year in which the teacher will report children's progress through the EYFS in terms of descriptive statements of what the child can now do and next steps for their learning. Parents will contribute to the meeting by sharing their knowledge of the child.

During the year parents will receive a written report, detailing the child's achievement in all areas of the EYFSP as well as the characteristics of effective learning. At the

end of the year they will receive a printed copy of the child's attainment of the Early Learning Goals. Parents are invited to attend a meeting to discuss the report and results should they so wish.

b) Key Stage 1 & 2

Parents are invited to a parent/teacher consultation towards the end of the first half term, at which the teacher and parents share information that is useful, such as first impressions of how things are going in the year so far from both parties, anything teachers should know from home and how the child has started the year. There is a second meeting in the Spring term and one in the Summer. In these meetings, class teachers report children's progress in learning and personal development in terms of descriptive statements of what the child can do and next steps for their learning. In KS2, pupils also attend these meetings.

Parents receive a written report during the year reporting on the pupil's achievement and next steps for learning in all areas of the curriculum. At the end of the year they will also receive a written copy of any statutory assessment their child has completed. Parents are invited to attend a meeting discuss the report and results should they so wish.

Evaluation of Policy

Eden will review and evaluate this policy on a yearly basis taking account of new initiatives and guidance and ensuring that the systems used are sufficiently robust and rigorous.