



# Assessment Policy

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**Monitoring: Achievement Committee**

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## **Purpose of the Policy**

The purpose of our 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 through the planned curriculum 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 in the core subjects of English, Mathematics and Science.
- Ensure that assessment is clearly related to relevant performance descriptors within the EYFS curriculum and the National Curriculum where we use this, and that it relates to the intentions of the Eden 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 assessment is 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
- Curriculum policies for Jewish and general studies.

## **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 and governors about the attainment and progress of pupils and groups of pupils in order to ensure high attainment for all, equality of opportunity, inform school development planning and 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 and design planning and teaching to meet the needs of **all** learners in all areas of the curriculum 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 assessment information and 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 the curriculum and expected standards for all subjects taught
- 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 tasks 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, Essentials, Little Wandle, Bell Foundation, Rising Stars and other tools and systems for assessment.

**Subject leaders** are responsible for:

- setting out how assessment should take place in their subject
- providing support with planning and assessment activity
- maintaining an up to date knowledge of the impact of their curriculum across the school: what have the children retained and what can they build on in future learning?
- moderating and ensuring that assessments are carried out accurately
- tracking data outcomes and/or progression through the planned curriculum
- monitoring quality and accuracy across the curriculum area
- setting goals for improvement

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

- moderating assessment carried out by teachers
- providing data/information analysis to staff and governors
- holding teaching staff to account for pupil progress in termly Pupil Progress Meetings and performance management, addressing underperformance and setting targets
- ensuring that staff are sufficiently trained to carry out their role.

**Governors** are responsible for:

- monitoring whole school progress with the support of the Head Teacher 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, supported by Teaching Assistants, carry out continuous assessment of children's skills and knowledge as they progress through the planned curriculum. Assessment is formal (testing) and informal, and takes place at the beginning, during and at the end of units of work. They do this by:

- Working alongside and supporting pupils
- Getting to know and developing a strong rapport with every child
- Scrutinising children's work and books; comparing outcomes and the starts and ends of units
- 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 constantly visible success criteria** based on the planned learning outcomes as defined in the subject curricula
- **Prioritising live feedback over every other type of assessment**
- Setting and marking assessment tasks, pieces of work, quizzes and recall games
- Testing as appropriate
- **Structuring lessons to include opportunities for children to show what they know and have remembered, from recent lessons and over longer time periods**
- Recording children's achievements and performance in as many different ways as possible: taking photos, documenting children's comments and activities, collecting scrapbooks and journals, collecting work samples, 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.**

Teachers keep the following records of assessment activities:

- 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 dialogue between home, school and, when developmentally appropriate, the child, and books read
- Records of any testing, quizzes, assessment tasks
- Target Tracker Statements (updated each half term)
- Children's workbooks containing marking in accordance with Eden's Marking & Feedback Policy
- Notes about children and marking recording sheets
- Notable moments
- Learning Journals (EYFS) and evidence of progress online in *Seesaw* and *Google Classroom*
- Photos, documentation and other ways of recording performance
- Records of conversations with parents including parent/teacher consultations

In addition the Hebrew teacher/s keep records of children's development in Hebrew. These may include records similar to those above but may also include subject-specific records.

Children are actively involved in the formative assessment process. Time is devoted to ensuring that children reflect on their successes and how to improve their work and make progress using:

- Self-evaluation against success criteria prompts
- Responding to marking
- Quick check strategies such as thumbs up, thumbs down responses
- Completing evaluation sheets, mini tests, quizzes, activities designed for them to show that they have learned more and can remember more
- Peer evaluation of work
- Pupil conferencing with staff
- Reporting to their parents

### **Standardised Assessment Tools**

**Little Wandle Letters and Sounds** is the chosen phonics scheme and its testing is utilised as specified in the scheme.

**Rising Stars Comprehension** tests are used half termly to benchmark reading standards.

**Essentials** diagnostic tests are used as an integral part of the Essential Maths scheme to ensure teachers know what children have retained and what need to be re-taught or gaps filled.

The **Bell Foundation Screener** is employed to help teachers better understand the needs of children with English as an additional language.

From time to time other standardised testing is employed.

### **Summative Assessment**

**Target Tracker** is used to track and monitor pupils' progress in English, Maths and Science. It is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2.

Teachers have 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 standards files where available.

In each year group band the six steps of progress are defined as follows:

**Beginning** (B and B+) – 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** (W and W+) – 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** – (S and S+) 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 or exceeded.

## **Assessing Progress**

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

- Looking at children's work and teachers' marking
- Looking at pupils' 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, interventions and entry and exit data recorded on children's Individual Support Plans (ISPs)
- Looking at assessment data in Target Tracker and the number of steps that have been made over a specified time period

In Jewish Studies, as there is no numbered scale, a judgment can be reached regarding how well a child has progressed based on the progression document, teacher observations and work in books.

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

## **Assessing progress through the planned curriculum in subjects other than English, Maths and Science**

Children should complete pre- and post-learning assessments from Year 1 upwards. They are encouraged to write what they know at the start of a topic or unit of work, and what they know when it is complete. There will also be notes and comments from the children throughout the topic, either in their written work, on displays, in scrapbooks or documented by staff. The pre- and post-learning assessments can be compared so that children and teachers can see how much progress has been made from starting points.

In addition, there are many ways in which teachers find out what children know, remember, understand and can do. Eden places a high value on discussion and the sharing of information and ideas. We document children's utterances in order to reflect on these and show their value.

Eden lessons are structured so that children have many opportunities to show what they know and can remember. Learning builds progressively so that children must use what they have previously learned.



Some of the following may be used to assess ongoing understanding of the topic:

Seeing / defining	Teacher observations Documentation of what children say Teacher assessment of work (marking) Discussing and agreeing criteria, goals etc Peer assessment of work
Asking	Questioning – what (more) do I want to know about this? Know/What/How grids Class discussion
Reflecting	Comment walls/displays/scrapbooks Journals or ‘thought logs’ Self assessments

Some of the following strategies might be used to assess knowledge and understanding at the end of a topic:

Defining <i>showing understanding through explaining</i>	Concept maps and cartoons Comparisons chart (similarities and differences) Self-assessment Class discussion
Demonstrative <i>showing understanding through demonstrating</i>	A presentation, involving games, questions, thoughts or ideas, facts Animation or creative project e.g. design your own community Group/pair presentation eg Powerpoint
Reflective <i>showing understanding through retelling</i>	Information poster or leaflet Time line Narrative recount e.g. a diary, letter or postcard to an individual or community in the past, or in the future.

Subject leaders in each subject set out the most effective ways to assess the impact of the planned curriculum and each child’s progress through it.

### **Assessment in Jewish Studies and Hebrew**

In Jewish Studies, it is essential to assess the children’s progress and achievement in order to ensure that the needs of all children are met. Teachers use a range of strategies to assess pupils’ learning in lessons and use questioning to probe understanding. These interactions could be in whole class sessions, small guided groups or individual conferences. At Eden, Jewish and general studies are inextricably linked through cross curricular teaching and learning, and therefore these interactions could take place in Jewish studies lessons, cross-curricular lessons, Tefillah sessions, in assemblies or at other times. Since learning in Jewish Studies has an important spiritual, moral, social and cultural dimension it is vital to consider children’s thoughts and contributions in connection with the development of the whole child rather than a series of learning criteria to be assessed.

Jewish Studies assessment systems are in place across the school. At the start of each unit the success criteria are set out in children's books and are assessed as they are completed. The Jewish Studies lead meets with class teachers termly to discuss progress and attainment. Regular planning and work scrutiny takes place involving class teachers with the Head Teacher, Assessment Lead and Jewish Studies Lead.

Class teachers assess outcomes in Jewish Studies using success criteria. In this way suitable differentiation of work can be planned, enabling all children to achieve their potential and gain a good level of understanding, skill and knowledge, making good progress relative to their starting points. Those children who are more able are identified and work matched to their needs. Children who are finding work difficult are given extra support and children with SEN are enabled to access the work with provision made for their specific needs.

There are detailed assessment levels for Hebrew reading to enable teachers to track children's progress effectively and rigorously. Children are heard read each week and receive feedback to help them progress. Each child's reading is formally assessed every term using the school Hebrew reading assessment levels. Children struggling with reading are given 1:1 support from their teacher as well as from Hebrew Reading Volunteers and in most cases gaps are closed quickly and effectively. Formative assessment grids are used in Reception to monitor Hebrew reading progress on a weekly basis. **what happens now in Hebrew???**

Parents are provided with information about their children's progress in Jewish Studies and Hebrew at termly Parent-Teacher consultations, and through the annual written report.

### **Statutory Assessment**

At Eden Primary we complete the Reception Baseline assessment within six weeks of children's arrival in school. 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 complete the Year 1 Phonics Check 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, although from 2024 the Standardised Assessment Tasks are no longer statutory.

The standardised assessment tasks can be delivered, however teacher assessment forms a big part of the judgement.

In Year 4 pupils take the online Multiplication Tables Check following government guidance.

Children in Year 6 take part in statutory assessment at the end of KS2. Pupils are assessed in Reading, Writing, Grammar, Punctuation and Spelling (GPS) Maths and Science and results reported to the local authority and published on the school website. All statutory guidelines are followed and staff take part in Local Authority Moderation and training activities as appropriate.

### **Target Setting**

Pupils at Eden generally enter the school in Reception with attainment levels at or above national averages.

Children who enter mid way through the primary school may well have low levels of attainment, often due to being new to English, but they typically make rapid progress.

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.

Eden Primary pays close attention to DfE guidance on assessment matters.

### **Assessment Specific to the EYFS**

Assessment in the EYFS consists of noticing what children know and can do.

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. The government's Reception Baseline Assessment is also completed. In the first four weeks teaching staff are making many daily assessments of what the children know and can do in order to establish starting points.

The teacher records pupils' achievements in all the areas in the EYFS Framework using observations and photographs. S/he records significant achievements when a child is seen to apply a new skill independently or has demonstrated the application of new knowledge. The next steps recommended for each pupil according to these observations are 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 and in the online tool *Seesaw*. This is a record of the child's journey through Reception that is shared with parents. It is updated 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 and on *Seesaw* for children and families to look at.

Progress is entered into Target Tracker and at the end of the EYFS, pupils are assessed against the Early Learning Goals for each of the EYFS areas using national exemplification materials in line with statutory requirements.

### **Standards and Moderation**

Children's achievement of the assessment criteria 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 sometimes used by teachers and subject leaders in order to help with this.

The Assessment lead meets with teachers each term to moderate and analyse assessment, using work in books and teachers' observations and knowledge of children, before reporting to the Head Teacher.

Teachers take part in cross-school moderation groups when 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 attainment and put in place a class Provision Map 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 bring the following to the final Pupil Progress Meeting with the SLT:

- Target Tracker reports
- Mark sheets/assessment records in whatever form is useful to the teacher
- Initial analysis and comments on attainment using the school's termly data check form

- Evidence to support data where it may be useful, including some children's work and assessment records

### **Diagnostic Assessments and Individual Support Plans (ISPs) for children with Special Educational Needs**

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 identification of difficulties. This will be done in consultation with the Inclusion Lead using specialist resources if appropriate. After this an Individual Support Plan (ISP) can be implemented.

Entry and exit data is recorded on the ISP with SMART targets. ISPs are shared with parents and regularly reviewed.

### **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
- Work and marking scrutiny by SLT and work with external advisors
- Planning scrutiny
- Lesson observations and walkthroughs
- Moderation with other schools and the LA
- Discussion on SLT and with subject leaders
- Termly data analysis
- Use of national data and benchmarking information
- Use of national and local data from other similar schools
- Pupil Progress Meetings
- Discussion with governors in the Achievement Committee

Assessment data informs the performance management targets of staff 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, with support from the SIP, FFT and ASP Websites.

Following pupil progress meetings teachers create a provision map for each class to respond to any areas of potential underachievement over the next term. This is then monitored by the Inclusion lead. The actions recorded may consist of additional interventions for groups or individuals. Any additional actions for the school will be recorded (eg professional development needed). These provision maps/action plans may feed into school development planning.

### **Reporting to Governors**

The Head Teacher/Assessment Lead 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 areas of learning and development are reported. She also reports on the attainment and progress of groups including vulnerable pupils (pupils in receipt of pupil premium), pupils on the SEN register, boys and girls, pupils with EAL, and specific ethnic or cultural groups. The attainment and progress of high prior attainers is also monitored and reported on.

Governors use national and local comparative data 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 standards of 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 meets with the previous teacher who shares assessment data both qualitative and quantitative; pupils' attainment, progress over the last year, any targets set, interventions that took place, SEN review notes, effective teaching strategies and personal development. They will also share the Provision Maps for the previous two terms and their impact, and create a provision map 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 in the Autumn 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 is followed by a further parent/teacher consultation in the Spring Term in which the teacher reports children's progress through the EYFS in terms of descriptive statements of what the child now knows and can do, and next steps for their learning. Parents contribute to the meeting by sharing their knowledge of the child, and have an opportunity to look at children's work.

During the year parents 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 receive a PDF 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 in the Autumn 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. 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. Parents have an opportunity to look at children's work. In Years 5 and 6, pupils are also expected to 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 our Assessment 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.

*Helen Graff, Laura Proffitt*

Acting Headteacher, Acting Assistant Headteacher (Assessment Lead)

September 2023