Dame Janet Primary Academy
Assessment Policy

Date Policy Issued/Last Reviewed:	July 2020
Review Due:	July 2021
Name of Responsible Manager Executive Headteacher: **Mr S Atkinson** Head of School: **Mrs G Sherwin**	

Introduction

We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning objectives with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

Assessment *of* Learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum expectation.

We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

Aims and objectives

The purpose of assessment in our school is:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the headship team and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Assessment and Recording

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use tracking grids for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing, maths, science and the wider curriculum. The school expectation is that every child has an individual assessment writing grid. Children are grouped on a tracking sheet for reading, maths, science and the wider curriculum to make assessment more manageable. However, teachers may decide to have an individual grid for every child, for every subject.
- Year group targets set the intended National Curriculum attainment for individual children to reach at the end of each academic year.
- Formative Assessment is made by class teachers and other adults involved with each child to record other important information about the progress of children in the class.
- A variety of tests (including Pira: Reading and Puma: Maths) may be used from time to time as part of the assessment process to identify attainment, progress and gaps in learning.
- The SEN Register and Interventions ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- All data is recorded on Pira and Puma mark sheets and Fisher Family Trust. The data manager inputs/exports all results onto FFT and then analyses data throughout the year. (See appendix for analysis sheets)

Year Group	Assessment Requirements each term
EYFS	• Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against Development Matters and the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress. • Teachers and support staff complete observations and assessments using Tapestry on a daily basis. • Attainment and Progress will be monitored termly by the EYFS lead, Headship Team and the Data Manager. • Reception to complete an initial phonics test at the end of the academic year to give a baseline for preparation for year 1. • Complete a letters and sounds assessment (sounds only) and gap analysis to inform planning
1	• Complete a data entry form for each child in reading, writing and mathematics every seasonal term, using Pira and Puma test results and Teacher assessment in writing (Terms 2, 4 and 6) • Complete a previous phonics test every term • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6. • Complete a letters and sounds assessment (sounds only) and gap analysis to inform planning
2	• Complete a data entry form for each child in reading, writing and mathematics every term, using Pira/Puma in terms 2, 4 and 6 and sats papers in term 1, 3 and 5. Teacher assessment in writing (Terms 1 – 6) • Complete a previous phonics test every term (re-sits) • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6. • Complete a letters and sounds assessment (sounds only) and gap analysis to inform planning
3	• Complete a data entry form for each child in reading, writing and mathematics every seasonal term, using Pira and Puma test results and Teacher assessment in writing (Terms 2, 4 and 6) • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6.
4	• Complete a data entry form for each child in reading, writing and mathematics every seasonal term, using Pira and Puma test results and Teacher assessment in writing (Terms 2, 4 and 6) • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6.
5	• Complete a data entry form for each child in reading, writing and mathematics every seasonal term, using Pira and Puma test results and Teacher assessment in writing (Terms 2, 4 and 6) • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6. • Year 5 to complete an initial Sats paper at the end of the academic year to give a baseline for preparation for year 6.
6	• Complete a data entry form for each child in reading, writing and mathematics every term, using Pira and Puma test results, Sats results and Teacher assessment in writing (Terms 1 – 6) • Science at the end of Term 2, 4 and 6 • Judgement against each foundation subject to be given at the end of term 6.

Reporting to Headship

- Termly challenge meetings are completed by the class teacher, the headship team and the data manager to review children's progress based on evidence in books, tests and tracking grids with next steps.
- Teachers complete an initial attainment and progress sheet which is brought and discussed at the meeting
- A form containing minutes of the attainment and progress challenge meetings is completed during the discussions by the data manager, copied and handed to the class teacher. This form is referred to at the next set of learning walks and observations completed by the headship team.
- Pupil Attainment and Progress Profiles, tracking grids for reading, writing, maths, science and the wider curriculum are kept by each class teacher in the class yellow assessment folder, which is passed on to the receiving teacher at the end of each academic year.

Planning for assessment

As teachers plan their lessons, they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also plan to assess pupils' understanding more formally through the use of tests.

The school uses tracking grids to help teachers to assess the National Curriculum standard which pupils have attained. These tracking grids then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress. It is very important that such assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

We plan our lessons with clear learning objectives. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed
knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning objectives with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. When appropriate teachers can share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. However, this is not an expectation. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.
Teachers strive to ensure that learning objectives and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

Target-setting

Discussions with individual teachers and the headship team are completed at the start of each academic year to set targets and predictions.

We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets, for them to refer to. We ensure that these curriculum targets relate to the learning objectives lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.

We encourage our pupils to review their learning and targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We also encourage them to involve their parents and carers in this process.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

We offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold in the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year (if requested by the parent), we review their child's written report and the targets identified in it for the next school year (see next paragraph).

At the end of Summer 2, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the following year so expected progress can be achieved. We write individual comments on reading, writing, mathematics, science and the wider curriculum alongside general teacher comments. We invite parents for a meeting with the class teacher if they so wish.

In additional to the end of year written reports, we also provide details of the SATs results achieved at the end of the key stage 2. At the end of Year 2, these are based primarily on teacher assessment. We also provide phonic results to parents in years 1 and 2.

We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile. Parents also have the opportunity to view and comment on their child's observations and assessment using Tapestry parent view.

Inclusion and Assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

Moderation of standards

Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also attend moderation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.

It is each subject team leader's responsibility to ensure that the samples that they keep of children's work, for moderation purposes, reflect the full range of ability within each subject.

Our English and Maths subject leaders also consider examples of work from Key Stage 3 in our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

External moderators, organised by the Local Authority (LA) and TKAT, visit our school regularly to moderate and confirm our assessment judgements. Similarly, the proper administration of Key Stage 1 and 2 SATs, phonics is moderated every few years by the LA, as part of statutory regulations. We also make arrangements with other TKAT schools to moderate each other's work.

Monitoring and review

Our Assessment leader (Head of School: Simon Marshall) is responsible for monitoring the implementation of this policy.

Senior staff monitor pupils' overall progress on a very regular basis so that possible under-achievement can be identified and addressed as soon as possible.

This policy will be reviewed every year or sooner if necessary.

Agreed by SLT on……………………………………………

 Signed by Head of School……………………………………   Review Date: July 2020

Approved by Governors: ……………………………………