

# Dame Janet Primary Academy

## Assessment Policy



Date Policy Issued/Last Reviewed:	<b>July 2023</b>
Review Due:	<b>July 2024</b>
<b>Name of Responsible Manager</b> Executive Headteacher: <b>Mr S Atkinson</b> Head of School: <b>Mrs G Sherwin</b>	

## 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.
- 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 are timetabled throughout the school year, based on the TKAT Assessment dates. These include, mock SAT tests, NTS English and Maths tests, Star Reading tests, Phonic screenings, Read Write Inc screens, No More Marking writing assessments. These assessments are used to assess age related attainment, progress and gaps in learning.
- Statutory Assessments are completed according to the DfE timetable, these include: Yr R Baseline, Yr 1 and 2 Phonic Screening Checks, KS1 SATs, Yr 4 Multiplication Times Tables Check and Yr 6 SATs.
- 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.
- Data is recorded on a variety of systems that feed into the TKAT data system: OTrack. Data is analysed throughout the year and is used to feed into the School Improvement Plan.

Year Group	Assessment Requirements each term
EYFS	<ul style="list-style-type: none"> <li>● The Reception Baseline is completed within 6 weeks of children starting school.</li> <li>● 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.</li> <li>● Teachers and support staff complete observations and assessments using Tapestry on a daily basis.</li> <li>● Attainment and Progress will be monitored termly by the EYFS lead, Headship Team and the Data Manager.</li> <li>● Reception assess children using the Read Write Inc scheme assessments throughout the year on a termly basis, tracking progress and to inform phonic teaching.</li> <li>● All Reception children complete a Language Link assessment within their first 6 weeks of attending school. These assessments are reviewed with our Speech and Language TA, alongside the Local Authority Speech and Language therapist; targets are set according to the children’s individual needs.</li> <li>● Pupil progress reviews are completed termly; these meetings address ‘quick wins’ for individuals, children requiring more intensive support and a review of children on the SEN register.</li> </ul>
1	<ul style="list-style-type: none"> <li>● Phonic Screening Check is completed as required by the DfE.</li> <li>● NTS English and Maths tests are completed three times a year (every seasonal term). Gap analysis is completed for these to inform further teaching.</li> <li>● No More Marking assessments take place for writing at least twice a year.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> <li>● Complete a phonics screen every term in addition to Read Write Inc assessments throughout the year.</li> <li>● All learning within wider curriculum subjects is assessed at the end of the lesson. Children are assessed to have met or not met the learning. Absences are noted within the tracking grids also.</li> <li>● Judgements against each foundation subject (on track for the expected standard according to the National Curriculum requirements) is given at the end of term 2,4 and 6.</li> <li>● NTS tests are used to inform: Maths meetings, reading interventions. Class teachers outline areas for development within maths meetings and use an intervention register to track coverage of areas for development in reading.</li> <li>● Pupil progress reviews are completed termly; these meetings address ‘quick wins’ for individuals, children requiring more intensive support and a review of children on the SEN register.</li> </ul>
2	<ul style="list-style-type: none"> <li>● Phonics Screening Check is completed as required by the DfE by any child who did not achieve the appropriate threshold in Yr1.</li> <li>● The end of KS1 SATs are completed inline with DFE requirements.</li> </ul>

	<ul style="list-style-type: none"> <li>● NTS tests in reading and maths are completed three times a year (every seasonal term). Gap analysis is completed for these to inform future teaching.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> <li>● Complete a phonics screen every term (for those who did not meet the expected standard in Year One)</li> <li>● All learning within wider curriculum subjects is assessed at the end of the lesson. Children are assessed to have met or not met the learning. Absences are noted within the tracking grids also.</li> <li>● Judgements against each foundation subject (on track for the expected standard according to the National Curriculum requirements) is given at the end of term 2,4 and 6.</li> <li>● NTS tests are used to inform: Maths meetings, reading interventions. Class teachers outline areas for development within maths meetings and use an intervention register to track coverage of areas for development in reading.</li> <li>● Pupil progress reviews are completed termly; these meetings address 'quick wins' for individuals, children requiring more intensive support and a review of children on the SEN register.</li> </ul>
3	<ul style="list-style-type: none"> <li>● NTS reading and maths tests are completed at least three times a year, every seasonal term, gap analysis are completed for these to inform further teaching.</li> <li>● No More Marking assessments take place for writing at least twice a year.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> <li>● All learning within wider curriculum subjects is assessed at the end of the lesson. Children are assessed to have met or not met the learning. Absences are noted within the tracking grids also.</li> <li>● Judgements against each foundation subject (on track for the expected standard according to the National Curriculum requirements) is given at the end of term 2,4 and 6.</li> <li>● NTS tests are used to inform: Maths meetings, reading interventions. Class teachers outline areas for development within maths meetings and use an intervention register to track coverage of areas for development in reading.</li> <li>● Star Reading assessment is completed six times a year to assess reading.</li> <li>● Children use Accelerated Reader to complete comprehension quizzes within 24-48 hours of completing a book.</li> <li>● Diagnostic reports are used to support children with their reading comprehension. Children are targeted to achieve an average 85% success rate in order to progress.</li> <li>● Pupil progress reviews are completed termly; these meetings address 'quick wins' for individuals, children requiring more intensive support and a review of children on the SEN register.</li> </ul>
4	<ul style="list-style-type: none"> <li>● Multiplications Times Table Check is completed inline with DfE requirements.</li> <li>● NTS reading and maths tests are completed at least three times a year, every seasonal term, gap analysis are completed for these to inform further teaching.</li> <li>● No More Marking assessments take place for writing at least twice a year.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> </ul>

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5	<ul style="list-style-type: none"> <li>● NTS reading and maths tests are completed at least three times a year, every seasonal term, gap analysis are completed for these to inform further teaching.</li> <li>● No More Marking assessments take place for writing at least twice a year.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> <li>● All learning within wider curriculum subjects is assessed at the end of the lesson. Children are assessed to have met or not met the learning. Absences are noted within the tracking grids also.</li> <li>● Judgements against each foundation subject (on track for the expected standard according to the National Curriculum requirements) is given at the end of term 2,4 and 6.</li> <li>● NTS tests are used to inform: Maths meetings, reading interventions. Class teachers outline areas for development within maths meetings and use an intervention register to track coverage of areas for development in reading.</li> <li>● Star Reading assessment is completed six times a year to assess reading.</li> <li>● Children use Accelerated Reader to complete comprehension quizzes within 24-48 hours of completing a book.</li> <li>● Diagnostic reports are used to support children with their reading comprehension. Children are targeted to achieve an average 85% success rate in order to progress.</li> <li>● Pupil progress reviews are completed termly; these meetings address 'quick wins' for individuals, children requiring more intensive support and a review of children on the SEN register.</li> </ul>
6	<ul style="list-style-type: none"> <li>● Kent Test is administered for children where parents have applied for children to sit these tests. Kent administration guidelines are followed.</li> <li>● KS2 SATs are completed as required by the DfE.</li> <li>● NTS reading and maths tests or previous SATs papers are completed at least three times a year, every seasonal term; gap analysis is completed to inform further teaching.</li> <li>● No More Marking assessments take place for writing at least twice a year.</li> <li>● Independent pieces of writing are assessed on completion (at least once a term) and independent class work is also assessed to demonstrate when a child has embedded and is confidently using a skill.</li> <li>● All learning within wider curriculum subjects is assessed at the end of the lesson. Children are assessed to have met or not met the learning. Absences are noted within the tracking grids also.</li> </ul>

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### **Reporting to Headship**

- Termly pupil progress reviews are completed by the class teacher, the headship team (including SENCO) 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 pupil progress reviews is completed during the discussions. This form is referred to at the next set of learning walks and observations completed by the Headship team.

### **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. 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. 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 term 6, 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 wish to discuss the report further.

In addition 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 phonics 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 is 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 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.

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: Gemma Sherwin) 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: July 2023

Signed by Head of School: GKSherwin Review Date: July 2024

Approved by Governors: .....