



Assessment Policy

Consultation with Staff	06.12.17
Adopted / Approved by Governing Body	12.02.18
Next Review Date	_2.21

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Assessment approaches

At Osborne Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment:

- Day-to-day in-school formative assessment (AFL).
- In-school summative assessment.
- Nationally standardised summative assessment.

These provide effective assessment in that we:

- Assess what we value, not only what we are required to assess.
- Actively involve pupils in the assessment process.
- Focus on the learning process, as well as outcomes.
- Recognise the importance of the acquiring knowledge process.
- Use information, including performance data, formatively.
- Ensure all staff understand their responsibility and accountability for assessment.
- Recognise importance of rigorous standardisation and moderation within school and between cluster schools.
- Ensure assessment process and practice is ongoing, manageable and purposeful.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extend, evaluate teaching, plan future lessons and improve retention.
- **Pupils** to measure their knowledge and understanding against learning objectives, checklists and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Cold, Hot and Gold** in Maths lessons to first assess what the children may or may not know (Cold), what the children have learnt after a unit of work (Hot) and what they know after a period of time (Gold=retention)
- **Blue, Red and Yellow** writes in Literacy lessons to first assess their writing before a unit begins (Blue = Unaided), assess writing during a unit (Red) and assess writing at the end of a unit (Yellow = Unaided).
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.
- **Retention** to be measured to show deep learning.

Mastery

- Mastery is about deep, secure learning for all, including the extension of more able students. All children at Osborne have the opportunity to achieve mastery of any particular skill or understanding. Pupils demonstrate mastery of their learning before being allowed to move forward too quickly, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported.
- The use of the Gaps Analysis tool on Target Tracker helps identify skills or learning which need to be taught to make every child's understanding more secure. Pupils undertake formative assessments (Cold, Hot, Gold in Maths and Blue, Red and Yellow writes in Literacy) to identify:
 - their previous retained learning
 - what they have learned immediately after a task
 - and what they have secured learning in or still need to understand or retain after a few weeks from when the topic was taught.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception.
- Phonics screening check in year 1.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6).

5. Collecting and using data

Summative Assessments are carried out as outlined in the termly Assessment Calendar (Appendix 1). There is a built in 3 week process to aid:

- Moderation, analysis of data and pupil progress meetings. Deadlines must be adhered to in order for moderation and analysis of data to be completed before the end of each term.

Note: Leaders and the Operations Manager are to ensure children new to school are updated onto the system and groups of children are accurately identified before the assessment deadline.

Assessment of a child's band is determined by evidence in books, knowledge of the child and test data. Learning goals are highlighted either red or blue on Target Tracker which then line up bands as follows:

B	B+	W	W+	S	S+
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- The **red band** is defined as:
Knowledge, understanding and skills are developing and are unlikely to be remembered at this stage. Confidence is growing but re-enforcement may be required with related activities.
- The **blue band** is defined as:
Curriculum content has been covered and the depth of knowledge, understanding and skills is developed. Confidence is secure and similar tasks can be completed successfully and independently.
RED = Re-enforcement Required **Blue = Confidence and Independence**
- The use of KPI (Key Performance Indicators) are used to ensure that a W+ can only be given if the KPIs indicate that a child is a W+.

It is essential to compare bands given to children in similar and different attainment groups so that an accurate judgement is made.

At the beginning of each academic year children who are w+ are next year band ready, will work on the current year group statements (plus complete gaps) and will be assessed in Dec as b or b+. Those children w and below, will not be next year ready and MUST continue to be taught from previous year' statements; whilst exposed to current year statements; used as differentiation and extend into whole class.

The Early Years Profile is used by teachers and TA's to make assessments for all Early Years children using the same b, w and s grading, as for year 1- 6. Early Years practitioners use Early Sandwell Maths and the British Vocabulary Pictorial Scale in order to identify the children's baseline and end of year chronological age plus, as a diagnostic tool to identify the learning needs for individuals and groups.

Half termly assessments of children's performance in a specific phonics phase of Letter and Sounds are made for YR – Y2 (if necessary) plus, a phonics check for Y1 and those in Y2 who need it. This enables school to identify and plan for gaps in children's knowledge.

The use of the gaps analysis tool is essential to ensure children reach the expected progress and attainment. The highlighted gaps MUST inform future planning. Teachers also are required to access their data and review its outcomes, in order to ensure it matches the expectations of the year.

5.1 Progress

To quantify the progress of children's learning the following criteria is used:

PROGRESS EXPECTATION Y1 – 6:

Expected progress and/or at least 5 points progress

Pupils making **ACCELERATED** progress = made 6 steps since Summer 2

Pupils making **EXPECTED** progress = made 5 steps since Summer 2

Pupils making **INADEQUATE** progress = have made 4 or less since Summer 2

Note: PROGRESS EXPECTATION Y1:

As children transfer from the EYFS curriculum to the National Curriculum, there is a transitional stage which is accounted for as children move from development bands to NC statements. Therefore, children who met the ELG will be assessed at 40-60 S in Summer 2 and expected to achieve at least 5 steps progress whilst children who exceeded the ELG will be assessed at 40-60 S+ and be expected to achieve 6 steps progress.

For SEN children who may be working in Year Bands well below their school year, progress can be measured using ITP's and TPT.

PROGRESS EXPECTATION EYFS

Pupils making **ACCELERATED** progress = moved 7 or more steps in the Development Bands.

Pupils making **EXPECTED** progress = moved 6 steps in the Development Bands.

Pupils making **INADEQUATE** progress = have less than 5 steps in the Development Bands.

6. Reporting to parents

Attainment and progress of children is reported through an annual report and learning consultations with parents and the child. The annual report details achievements in all subjects and activities forming part of the school curriculum and highlights strengths and areas for development. It also comments on general progress and pupils attendance which is the total number of possible attendances for that pupil and the total number of unauthorised absences, expressed as a percentage of the possible attendances. Pupils also write about their strengths and what they have enjoyed this year. Parents are given the opportunity to provide written feedback and return it to school.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. This is achieved through the use of specific assessments and recording what a child can do on ITP's.

Assessment of children with SEND is proving more difficult on the 2014 curriculum and subsequent tracking software eg Target Tracker, as statements are very broad and it can take a while for SEND children to achieve all of the statement. Therefore, school has invested in the Toolkit Progress Tracker which breaks learning statements into smaller steps. Within Birmingham, it is recognised that all children need to make at least two steps in the targeted areas, thus enabling school to share a positive picture of SEND children's progress; whilst also giving an overview from the expected standards.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence; especially through the introduction of Thrive assessments for every child in each class. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

The Assessment Lead is responsible for continuing professional development opportunities. Assessment training is an integral part of staff development. Time is given to developing skills in using Target Tracker effectively, as well as how to provide evidence that objectives have been learnt. Collaboration with other schools takes place at regular intervals throughout the year to ensure consistent practice and accurate assessments.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Head Teacher and Senior Leadership Team:

The Head Teacher, SLT and Assessment Lead are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups according to their job description
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed every three years by the Assessment Lead and Head Teacher in conjunction with staff. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy.

The Assessment Lead and SLT will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and pupil progress meetings.

11. Other policies

The Assessment Policy is to be used in conjunction with the following policies:

- Marking Policy
- Core and Curriculum Policies
- Staff Handbook

- SEND Policy

Appendix 1: An example of a termly Assessment Calendar.

	EYFS	Key Stage 1	Years 3 to 5	Year 6	Recorded
Jan	On going Observations Tapestry Evidence Check	Year 2 SATS practice paper of Reading, Spag and Maths by end Jan (Indication of Bands)			Target Tracker
<p>Are you completing... Reminder 1: Cold, Hot, Gold Tasks in Maths for Evidence Unit Dependent Reminder 2: Blue, Red and Yellow Writes in Literacy for Evidence Unit Dependent</p>					
Feb	Update ELGS with EYFS Progress tracker in R, W and N. Phonics Test W/B 5 th Feb BPVS END OF HALF TERM 16 th FEB	On-going TA assessments in R, W and M. Update Bands. Phonics Test W/B 5 th Feb Neale Test and Analysis for Struggling Readers Sandwell Maths BPVS Creative Curriculum and Science Assessments END OF HALF TERM 16 th FEB	On-going TA assessments in R, W and M. Update Bands. Phonics Test W/B 5 th Feb Neale Test and Analysis for Struggling Readers BPVS Creative Curriculum and Science Assessments END OF HALF TERM 16 th FEB	R,W,M, Spag assessment (SATS Practice Papers.) On-going TA assessments in R, W and M. Update Bands. Optional: Neale Test and Analysis for Struggling Readers BPVS Science Summative Test by 16 th Feb END OF HALF TERM 16 th FEB	Target Tracker
<p>Are you completing... Reminder 1: Cold, Hot, Gold Tasks in Maths for Evidence Unit Dependent Reminder 2: Blue, Red and Yellow Writes in Literacy for Evidence Unit Dependent</p>					
Mar	Unaided Writing Assessment Phonics Test W/B 19 th Mar Sandwell Maths BPVS	R,W,M Assessments and data upload by 9 th Mar: SPG, PUMA and PIRA. Phonics Test W/B 19 th Mar	R,W,M Assessments and data upload by 9 th Mar: SPG, PUMA and PIRA. Phonics Test W/B 19 th Mar Sandwell Maths	R,W,M Assessment and data upload by 9 th Mar: SPG, PUMA and PIRA.	Target Tracker Uploaded by 9 th March.

	Ongoing observations and recording children above EYFS Tracker	Creative Curriculum and Science Assessments	Creative Curriculum and Science Assessments	Creative Curriculum and Science Assessments	
	NASSEA-EAL	NASSEA-EAL	NASSEA-EAL	NASSEA-EAL	
	END OF SPRING TERM 29 th March	END OF SPRING TERM 29 th March	END OF SPRING TERM 29 th March	END OF SPRING TERM 29 th March	