WEST BUCKLAND PRIMARY SCHOOL AND NURSERY

West Buckland Primary School and Nursery

Assessment Policy

Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA (2018) 'Assessment and Reporting Arrangements (ARA): key stage 1'

- STA (2018) 'Assessment and Reporting Arrangements (ARA): key stage 2'
- STA (2018) 'Key stage 1 teacher assessment guidance'
- STA (2018) '2018 teacher assessment guidance: key stage 2'

1.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Marking and Feedback Policy
- Behaviour and SEMH Policy
- SEND Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

2.2. The headteacher is responsible for:

- Monitoring the performance of the teaching staff.
- Supporting the SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.

2.3. The SLT is responsible for:

- Setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, work scrutinies, pupil voice and outcomes.
- Championing and celebrating high-quality teaching and assessment.
- Ensuring there is a common understanding of what good and outstanding assessments look like.
- Promoting and facilitating the sharing of good practice.
- Discussing the use of assessment with subject leaders during management meetings.
- Monitoring the accuracy of assessment information.
- Tracking the attainment and progress of pupils over time.
- Comparing data to ensure that no groups of pupils or individual pupils are disadvantaged, whatever their ability.
- Ensuring that the curriculum is meeting the needs of pupils.
- Ensuring the setting of homework is high quality and underpins progress, and that it is recorded and completed effectively.

- Liaising with the curriculum leads regarding pupils' progress.
- Evaluating the impact of assessment on standards.
- Ensuring appropriate interventions take place when pupils are underperforming.
- Supporting staff who are not reaching the expected teaching standards.

2.4. Subject leaders are responsible for:

- Ensuring that data from transition points is used to enable pupils to build on prior learning.
- Ensuring that all schemes of work have assessment as an integral part of teaching and learning.
- Using learning walks, lesson observations, work scrutinies, pupil voice feedback, and feedback from classroom teachers and teaching assistants to monitor and improve standards.
- Regularly sampling pupils' work through homework and classwork to ensure quality and consistency, and to implement strategies for improvement.
- Accurately assessing success in their department using data from day-to-day monitoring and robust analysis of data over time.
- Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- Presenting data at SLT meetings and governing board meetings as required.
- Setting targets for teaching staff based on the outcomes of data analysis.
- Coaching teaching staff as required.
- Championing the importance of accountability against targets.
- Ensuring that marking follows expectations.
- Ensuring that homework is set and marked in line with school policy.
- Providing appropriate exemplar materials where appropriate.
- Acting on data quickly to ensure maximum impact.
- Monitoring and measuring the impact of intervention strategies.
- Ensuring staff record assessment data in line with agreed policy.
- Ensuring that staff engage with training and other procedures for moderation.
- Monitoring feedback from reports and acting on the feedback provided.
- Liaising with classroom teachers and communicating to teachers any concerns regarding assessment.
- Setting targets for classroom teachers and monitoring their progress towards them.
- Planning and developing schemes of work that effectively utilise assessment.
- Planning for, and effectively deploying, classroom support staff.
- Ensuring that the use of interventions and differentiated support is recorded appropriately.
- Celebrating and rewarding success.

2.5. Classroom teachers are responsible for:

- Pupils' progress in their classes.
- Assessing and marking pupils' work in line with the school's Marking and Feedback Policy.
- Setting and marking homework in line with the schools' Homework Policy, and ensuring that homework enables pupils to make progress and track their progress effectively.
- Informing parents, and colleagues where appropriate, where issues with homework have been identified.
- Self-evaluating their subject knowledge, understanding of educational initiatives, and the quality and effectiveness of their teaching and classroom management.
- Ensuring that assessment data is accurate and reliable.
- Using assessment data as a diagnostic tool to inform planning.
- Using assessment data to differentiate learning to match pupils' needs.
- Using their analysis of marking and assessment data to develop intervention strategies where appropriate.
- Stimulating pupils' learning by focussing on areas of development identified through assessment.
- Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.
- Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
- Using the expertise of, and feedback from, TAs to inform teaching and assessment.
- Celebrating and rewarding success.

2.6. TAs and 1:1 support workers are responsible for:

- Gathering and submitting assessment data as required, either verbally or using written templates.

2.7. Pupils are responsible for:

- Seizing opportunities to extend their learning beyond the classroom by completing homework and meeting deadlines (where appropriate).
- Arriving to lessons on time and with the requisite equipment.
- Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
- Asking for help when needed and accepting support from others where offered.
- Acting upon their teachers' comments.
- Understanding the targets set and working hard to achieve them.

2.8. Parents are responsible for:

- Checking that homework is completed and deadlines are met.
- Encouraging their child to reach the targets set by the school.
- Contacting the relevant member of school staff where any issues or concerns arise.
- Checking and signing homework diaries.
- Supporting extra-curricular activities.
- Attending parents' evenings.

3. Assessment for learning

3.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Assessment methods/materials

3.2. Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria.
- Checking understanding as a group and as individuals.
- Targeted questioning to determine how secure pupils' understanding is.
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding.
- Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners.
- Coaching pupils using verbal feedback to guide them and prompt improvement.
- Providing verbal and written feedback to pupils that is closely matched to their learning needs.
- Assessment of exemplar work of different levels.
- The use of assessment criteria and examination materials.

3.3. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, are used to record other important information about pupils' progress.

3.4. Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and help to set targets in reading, writing and maths for individual pupils and groups.

3.5. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

3.6. Pupils receive regular and timely verbal feedback on their progress.

Planning for assessment

3.7. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

3.8. Lessons contain clear learning objectives, based on the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

3.9. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

3.10. Results of published tests are used to contribute to overall teacher assessments.

Reporting

3.11. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. End of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

3.12. We provide opportunities for two-parent consultation evenings/days so that parents can discuss how well their child has settled and are able to be involved in the target setting process. In addition, we provide opportunities for a mid-year progress report and a final end-of-year report.

3.13. We provide parents with an end-of-year written report before the end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

3.14. We give parents the opportunity to discuss their child's progress by appointment.

3.15. We publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths.
- Average 'scaled scores' in reading and maths.
- The percentage of pupils who achieved the expected standard or above in reading, writing and maths.
- The percentage of pupils who achieved a high level of attainment in reading, writing and maths.

3.16. We will provide a link to our performance tables on our school website.

3.17. We also provide reports for pupils at the end of KS1 and KS2 which include the outcomes of national curriculum assessments.

KS1

3.18. Reports for pupils at the end of Year 1 will include whether the children have achieved the expected Phonics standard or not. At the end of KS1 reports will include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science.
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.

KS2

3.19. Reports for pupils at the end of KS2 will include:

- The results of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in English reading, English writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.

Moderation

3.20. Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in phase groups or in cross-phase groups to analyse pupils' work against national curriculum or EYFS requirements. During the Summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

4. Baseline assessment

4.1. Pupils joining the school will receive a baseline assessment when they start.

4.2. Strategies for baseline assessment include:

- Use of past national curriculum tests.
- Assessing pupil progress over the first six weeks that they are enrolled.
- Cognitive ability tests which test ability in verbal reasoning, non-verbal reasoning and quantitative reasoning, rather than national curriculum content.

4.3. Pupils' speech and language are assessed during their first few weeks in Reception. Any pupil with significant speech and language difficulties is referred to a speech and language therapist. Pupils who scored below expectations are reassessed at the end of the year.

4.4. Following the introduction of the Reception baseline assessment in 2020, the school will adopt an approved baseline scheme in line with the DfE's 'Assessment Framework: Reception Baseline Assessment'.

5. Formative assessment

5.1. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

5.2. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

5.3. Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.4. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

5.5. Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating
- Quizzes
- Self-assessment

6. Summative assessment

6.1. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
- Informing both parents and teachers of a pupil's attainment and progress.

6.2. Summative assessments:

- Identify attainment through one-off tests at any given point in time.

- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments take place at the end of KS1 and KS2.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

7. EYFS

Focussed observations

7.1. Three to four pupils are identified each week and take part in a focussed observation. This involves focussing on the child for approximately 10 minutes and documenting what they do (this may involve written note-taking). If appropriate, the adult will support play when conducting this observation. The focussed observation is then analysed and the next steps are identified and planned for, for the following week. Pupils take part in at least one focussed observation per term.

Short observations

7.2. These are short, spontaneous 'capture the moment' observations. Teachers and early years practitioners (EYPs) document using Tapestry what the pupil has done. These are then annotated with the appropriate band and filed into the pupil's individual learning journal along with long observations. Both the long and short observations are used to provide evidence to assess and complete the EYFS Profile, and termly judgements are made using this information.

Learning Diaries

7.3. These are completed online using Tapestry that highlight key achievements for the pupils. Photographs of key events in Nursery and Reception and exemplar pieces of work, mainly done independently, are included. Parents and families are encouraged to send in pieces of work, certificates and photographs that can be included in the book to create a whole picture of the pupil. This online journal provides key evidence in support of the profile points, which creates a record of attainment for each pupil.

Focus activity

7.4. During focussed activities, teaching staff write comments on the pupil's work using sticky notes, often identifying the level of support needed or if the work was

done independently. Pupils are encouraged to discuss their work and next steps are also discussed in child-friendly terms.

7.5. All of the information collated over the year provides the evidence base for the early learning goals at the end of Reception.

8. KS1 and KS2

8.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focussed marking and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

8.2. Annotated plans and planning notes, made by class teachers and other adults involved with each pupil, record other important information about the progress of children in the class.

8.3. Termly tests may be used to identify progress and gaps in learning. The tracking grids identify under-achieving pupils and set targets in reading, writing and maths for individual pupils and groups.

8.4. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

8.5. Pupils receive regular and timely verbal feedback on their progress.

Planning for assessment

8.6. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

8.7. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

8.8. Teachers use focussed marking to assess pupils' progress in relation to the planned learning objectives, and set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment methods/materials

8.9. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, guided reading records and results of class tests/published tests), alongside ongoing focussed marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

8.10. Results of published tests are used to contribute to overall teacher assessments.

9. Monitoring meetings

9.1. The headteacher and SLT meet annually with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

9.2. Subject leaders and classroom teachers meet to discuss the quality of marking and assessment, determine if any staff members are in need of development, conduct data analysis, and discuss progress towards targets and subject-specific issues.

10. Assessing pupils with SEND

10.1. Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil.

10.2. Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

10.3. Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.

- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.

10.4. High expectations are held for pupils with SEND and SMART targets are set within their IEPs.

10.5. When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.

10.6. If a pupil has a disability that prevents them from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.

10.7. Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but assessment standards are never compromised.

10.8. If a pupil cannot demonstrate attainment of a learning goal with reasonable adjustments in place, the learning goal can be excluded from the teacher assessment judgement – teachers will use their professional discretion when making such judgements.

10.9. During termly pupil progress meetings, teachers meet with the SENCO to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

11. Malpractice and cheating

11.1. Teachers will ensure that assessments are fair. They will remain vigilant to malpractice and escalate any alleged, suspected or actual incidents of malpractice/cheating.

11.2. Pupils found to be cheating during assessments will be disciplined in line with the Behaviour and SEMH Policy and their assessments will be scrutinised and adjusted or dismissed in line with teachers' professional judgements.

11.3. Teachers who fail to report malpractice/cheating, or are found to be manipulating pupils' assessment scores, will be dealt with in line with the Disciplinary Policy and Procedure

12. Reporting to parents

12.1. The reports will start from the day after the last report was given and will be available to parents before the end of the Summer term.

12.2. The report will cover the pupil's achievements, general progress, attendance record, results from national curriculum tests and outcomes of teacher assessments.

12.3. For pupils who did not take one or more of the tests, the headteacher will write a report that explains why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term.

12.4. A report will be sent to the pupil's parents and the chair of the governing board and the information will be placed on the pupil's educational record.

12.5. If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report, having received the necessary information from the headteacher of the pupil's former school.

12.6. If a pupil is registered at more than one school, both headteachers will write an annual report.

13. Record keeping

13.1. The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.

13.2. Educational records are maintained and disclosed to parents at their request; these records include information about current and former pupils.

13.3. The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

13.4. When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

13.5. The school's Data Protection Policy will be followed at all times.

14. Monitoring and review

14.1. This policy will be reviewed annually by the headteacher.

14.2. Any changes to this policy will be communicated to all members of staff.