

# Spalding Saint John the Baptist Church of England Primary School

## Policy for Assessment

### **1 Introduction**

The Report by The Commission on Assessment without Levels led by John McIntosh is clear in the direction that it gives to schools in determining new assessment principles and procedures following the abandonment of levels by the Department for Education,

The Commission's Report states that it is "high quality formative assessment that goes to the very heart of good teaching. This assessment policy sets out to address the principle of putting formative assessment at the forefront of our assessment procedures. We agree with the Commission view of the importance of formative assessment and see it as a continuous process and an integral part of good teaching and learning.

The policy also outlines the school's current policy and practice on the ways in which we will collect, record and share summative assessment, and how this will be used. This area of assessment is currently under development, as the school tries to establish sound summative approaches, whilst at the same time trying to link its practice to national assessments and tests laid down by the Department for Education. As yet information around some of these is sketchy, and as such the school's policy and practice may well evolve as the national picture becomes clearer.

### **2 Formative Assessment**

The removal of levels means that "teachers can give more focus to providing pupils with feedback which clarifies those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps" (McIntosh Report page 14).

Formative Assessment is an integral part of the teaching and learning in every classroom at St John's and on a 'day by day basis it will be used to evaluate children's knowledge and understanding. It impacts on planning, classroom practice and on the use of support for pupils.

Formative Assessment will take a variety of forms including;

- observations of pupils during lessons
- marking and feedback of pupils work,
- questions and answers given during class / group discussions
- analysis of independent learning
- end of unit investigations or tests
- spelling or short maths tests, such as those to determine which multiplication tables are known
- feedback from children's analysis of their work
- information from children about their views of how well they have understood something

The information gleaned through the use of the above will be used by those responsible for the teaching of children to determine the next "best steps" for a child to take. From this information

staff may well make subtle changes to what they had previously planned. These changes may take the form of informal annotations on original planning to adapt the teaching and to adapt learning to reflect the needs of learners. It may also be used to identify children who need to be given extra support or intervention, so that errors, misunderstandings and gaps are addressed. This will mean that groupings of children will be relatively fluid, as children's learning needs direct and dictate provision.

There will be no formal recording system for the formative assessments that teachers make. As well as the annotations to planning, teachers may also have mark books, informal notes and other annotations from which they will extract the information that they need to make changes to planning.

Good use of formative assessment should mean that across the school;

- teachers plan more effectively.
- children are supported and challenged at the appropriate stage in their learning.
- pupils understand which learning objectives they understand and which areas they need to focus on to develop their learning.

### **3 Summative Assessment**

The changes to the school's assessment procedures are still at a stage of ongoing development. This is recognised by Ofsted who advise that "When considering the school's records for the progress of current pupils, inspectors will recognise that schools are at different points in their move towards adopting a system of assessment without national curriculum levels." (Ofsted Handbook, 2015).

Summative Assessments are divided into two different areas: those assessments undertaken by the school and national assessments.

#### ***School Summative Assessments in Reading, Writing and Mathematics***

Summative assessments in these subject areas are made three times in an academic year: Autumn, Spring and Summer Terms. The majority of children are assessed against the programmes of study that form the statutory requirements for their year group outlined in the National Curriculum.

Teachers will use the collation of their formative assessments, children's overall work and any summative pieces of work or tests to determine if children are meeting each of the end of year programme statements. Individual progress sheets will be used to keep an ongoing record of the achievements of each pupil.

In mathematics there will be a further refinement of assessment, with staff determining if children are demonstrating if pupils are working at an emerging, mastering or deepening level;

- E = Emerging - needing support to access the curriculum,
- M = Mastery – confidently using maths appropriate to their age to solve problems
- D = Deepening – able to manipulate the mathematics within complex problems

From the summative assessments made each term, staff will assess if children are on course to meet their overall end of year group expectations and will use a colour code to indicate if;

Red	children are not on course to meet year group age related expectations.
Yellow	children are on course to meet year group age related expectations.
Green	children are ahead of where they might be expected to be in order to meet year group age related expectations.

In addition to the assessments made by school staff, the school will also use a range of commercial tests to give additional information that will complement and support teacher assessments. These tests will provide a standardised score that gives information regarding where children are in meeting age related expectations. The commercial tests currently being used are;

PUMA –standardized Mathematics Test in Autumn, Spring and Summer Terms.  
PIRA – standardized Reading Test in Autumn, Spring and Summer Terms  
Formative Assessments (from Spring 2016)

and these have been chosen because of the coverage of the tests and because of the significant sampling that has been undertaken to determine the accuracy standardised scores.

Summative assessments are used to track the progress of children and they form the basis of Pupil Progress Meetings and Provision Maps. Pupil Progress Meetings are held termly so that individual pupil progress can be discussed with class teachers. These meetings will identify any children who are not making expected progress or any other concerns and who may need to have additional planned support. Support programmes are identified on Provision Maps which enable careful monitoring of progress of specific individual children.

In addition to the termly monitoring of children's progress against the assessment statements the school will also record data for year group cohorts and significant groups within cohorts. This will be made up of;

- The % of children assessed as red, yellow, green (determining those "on track" to meet end of year expectations in reading, writing and maths.
- From commercial tests the % of children working within or above the standardised score range for working at age related expectations.
- The average standardised score for the cohort.

From Spring 2016 we will also collect summative data for;

- % secure with number bonds and related subtraction facts to 20 (Year 1 and Year 2)
- % secure with 2, 5 and 10 multiplication tables (Year 2)
- % secure with 3, 4 and 8 multiplication tables (Year 3)
- % secure with all multiplication tables to 12 x 12 (Year 4 onwards)

The collation of this data will, over time, support evaluation of progress.

## ***Summative Assessment of Foundation Subjects***

At the end of each year teachers will use programmes of work to determine if children's work demonstrates that they have met or have not met the year group programmes of work for their year group.

### **4 National Assessments**

National Assessments are used by Government to hold schools to account. National Assessments are currently undertaking changes in time for assessing children in 2016. The following are in place and reported by the school;

Foundation Stage Baseline Assessment

Foundation Stage Profile

Phonics Screening in Year 1

National Curriculum assessments in reading, writing, Spelling Punctuation and Grammar, Mathematics and Science at the end of Key Stage 1.

National Curriculum Tests in Reading, Spelling, Punctuation and Grammar and Mathematics at the end of Key Stage 2.

National Curriculum teacher assessments in writing and Science at the end of Key Stage 2.

The results of National Assessments will be used to help the school to identify areas of strength and areas that may need to be developed.

### **5 Moderation of Assessment**

With many changes to assessment systems and procedures the school recognises the need to engage in moderation of teacher judgements to ensure a consistency of approach and agreement about how children might demonstrate that they are meeting end of year expectations. Across each term year group, Phase and whole school moderation exercises will be undertaken in order to establish a bank of knowledge and skill around what year group expectations look like within pupil's work. The school also recognises that liaison between schools is important in order to establish consistency of understanding. To support this school staff will regularly collaborate with staff from other schools to moderate assessment judgements.

In addition staff will use exemplar materials as these become available to help support consistency of judgements as these can often provide a useful benchmark. Currently assessment materials from NCTEM are being used to support the moderation of judgments within mathematics.

Where offered school staff will also engage in organised informal moderation opportunities. These are currently organised by the Local Authority and are offered to Foundation Stage, Year 2 and Year 6 staff.

From time to time formal external moderation may be undertaken by the Local Authority and the school will co-operate with requests to engage in this work.

## **6 Reporting to Parents**

The school regards the sharing of information with parents as an important part of maximising the potential of each child to achieve their best. The most useful part of this is to share with parents what children can and cannot do, so that success can be built upon and areas for development supported. To this end all summative assessment information is shared with parents through termly reports and these are followed up with the opportunity to discuss these at parents evenings.

## **7 Early Years / Foundation Stage**

Information about new intake children is acquired prior to them starting school through visits and discussions with playgroups and nurseries. We also gain information through discussions and questionnaires with parents and any other professionals who are working with families.

A Baseline Assessment is carried out in the first 4 weeks of children starting school. The school currently uses the assessment materials from Early Excellence.

Throughout the year staff build information that contributes to children's Foundation Stage Profile. Children are assessed using the Early Learning Goals and these are reported as emerging, expected or exceeding. Profile and assessment information is shared with parents at least termly, and parents are encouraged to contribute to their child's profile.

At the end of the year children's assessments are used to determine if they have reached a Good Level of Development.

## **8 Special Educational Needs and Disabilities**

Most children who have identified special educational needs will be working at the correct year group for their age, albeit with appropriate support. However, a few children across school who are identified as having a significant special educational need may not be able to engaged in work for their year group. Where this is the case children will be assessed against appropriate statements for their ability level.

## **Policy History**

This policy is a complete re-writing of the previous assessment policy, in light of significant changes to national assessment expectations.

Discussed at Curriculum and Standards Committee meeting on 24th February and agreed.

