



SIMPSON'S LANE ACADEMY
ASSESSMENT POLICY 2015

Those who cannot assess cannot teach. Assessment is therefore too important to be the sole preserve of national tests and assessments. Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. Assessment helps pupils engage more fully in their own development and learning. Assessment helps parents to understand and, as relevant, participate in their children's educational journey. Assessment helps head teachers and governors to plan strategically the use of the resources of the school. Assessment of individual pupils and school accountability are interdependent. Assessment includes externality and objectivity.

Headlines from Lord Stuart Sutherland's report in the NAHT Commission on Assessment, February 2014

Rationale

We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The underpinning principles of assessment:

- Assessment is at the heart of teaching and learning, providing evidence to guide teaching and learning and for students to demonstrate and review their progress.
- Assessment is fair and inclusive of all abilities.
- Assessment is conveyed in an open, honest and transparent way to assist pupils with their learning and moderated by experienced professionals to ensure their accuracy.
- Assessment is ambitious, setting high expectations for all learners. Assessment places achievement in context against nationally standardised criteria and expected standards and embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement, demanding no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- Assessment is consistent, understandable and capable of comparison with other schools, both locally and nationally.
- Assessment outcomes provide meaningful and understandable information for:
 - pupils in developing their learning;
 - parents in supporting children with their learning;
 - teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - school leaders and EAB members in planning and allocating resources; and
 - government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Types of assessment:

We use a combination of formative and summative assessments:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of improving 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.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individuals
- track children'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.

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents, governors and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Planning for Assessment

The school ensures that there is progression of skills planned in year on year.

Lessons are planned with clear learning objectives and success criteria, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Assessment in the Early Years

The Development Matters and Early Learning Goals (ELGs) are used to guide our teaching in the Early Years Foundation Stage (EYFS). These documents provide us with the framework to ensure breadth and balance in our curriculum. Assessments are recorded on EAZMAG.

Children in the EYFS are observed regularly and these observations are recorded in many varied ways. Learning is captured through photographs, incidental and planned observations, as well as samples of children's work from both focused activities and child-initiated activities, which are collated in Learning Journeys. During focus activities, staff may annotate the child's work, often identifying the level of support needed or if the work was done independently. Children, where possible, are encouraged to comment on their learning and next steps may also be discussed with the children in child friendly terms and recorded on speech bubble post-it notes. (See EYFS Marking and Feedback Policy) We also encourage parents to contribute to observations and assessment. All the evidence for each child will help teachers make judgements on the EYFS Profile.

From September 2015 Nursery children will complete a baseline assessment once they have had sufficient time to settle in (this will vary from child to child). This assessment will be analysed by teachers and the EYFS Leader to identify strengths and areas for focus for individuals and groups of pupils which will inform planning and provision. This assessment will be repeated at the end of the year to measure progress.

From September 2015, all Reception pupils will complete the Reception Baseline using the DfE approved baseline, CEM Base. During the summer term, teachers in Reception are involved in formal teacher assessments completing the EYFS Profile, in line with statutory end of Key Stage assessments. Teacher judgements are moderated within the academy, the Pyramid and at statutory local authority moderation to ensure judgements are consistent and accurate.

During the Summer term, EYFS and Year 1 teachers meet to share and discuss EYFS Profile assessments and implications for future teaching and learning to support transition into Year 1.

Assessment in Key Stage 1 and 2

The Sheffield Teaching and Assessment Tool (STAT materials) is used to assess all pupils from Y1 – Y6 in Reading, Writing, Spelling Punctuation and Grammar (SPaG) and Mathematics. STAT is effective in informing teachers about their pupils and enabling them to plan with clear differentiation. These assessments are recorded on EAZMAG.

Teachers use the STAT tracking grids on EAZMAG for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing, SPaG and mathematics. Pupils' achievement is recorded in steps.

The curriculum has been divided into learning steps. There are three steps for each chronological year. Each of the three steps within one curriculum year is described as **beginning**, **developing** and **secure**. Pupils can be assessed as being on any step at any time regardless of their actual age.

Over a period of a year a typical pupil would make three steps progress. This would be **expected** progress.

Teachers use focused marking and feedback to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons. (See Marking and Feedback Policy)

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 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 child.

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

A variety of assessments may be used from time to time as part of the process to identify progress and gaps in learning.

Children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.

Half-termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing, SPaG and mathematics for all classes.

During the Summer term statutory assessments are completed in Year 2 and Year 6. Year 1 pupils complete the Phonics Screening Check.

Assessments are passed on to the receiving teacher at the end of each academic year.

Roles & Responsibilities

The Assessment Co-ordinator is responsible for ensuring that:

- Summative and formative assessments are carried out and that the resultant data is collated centrally on EAZMAG.
- All staff are familiar with current Assessment policy and practice, and that the policy is up-to-date and reviewed regularly.
- Ensuring that assessments of individual pupils are being carried out each half term, and recorded and shared with parents, Phase Leaders and/or the Assessment Co-ordinator, where appropriate.
- Pupil progress and attainment is analysed, including that of individual pupils and specific pupil groups
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified and targeted.
- Relevant statutory tests are ordered.
- Report to Governors regarding policy, statutory test results and cohort progress and targets.

The Headteacher is responsible for:

- Monitoring standards in all subjects.
- Prioritising key actions to address underachievement of individuals and groups

- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Co-ordinator are jointly responsible for:

- holding teachers to account for the progress individual pupils towards their end-of-year targets at mid-year and end-of-year pupil progress meetings

Phase Leaders are responsible for:

- Ensuring class teachers use pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets.
- Highlighting pupils and groups of pupils who have made less than expected progress or are working below expectation.
- Analysing results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, or other vulnerable groups.

Curriculum Leaders are responsible for:

- Monitoring standards in their subjects or for their pupil groups.
- Analysing results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, or other vulnerable groups.
- Using data analysis to adapt teaching and learning or practice and provision to ensure it meets the needs of all pupils.

Teachers are responsible for:

- Carrying out summative and formative assessments for all pupils and ensuring EAZMAG is updated each half-term in line with SPTA data deadlines.
- Where appropriate, sharing outcomes with pupils as part of an ongoing dialogue with pupils about their learning progress.
- Reporting outcomes of summative and formative assessments to Phase Leaders, SENCo, Pupil Premium Lead and/or Assessment Coordinator at half-termly Pupil Progress Meetings.
- Using data analysis to adapt teaching and planning to meet the needs of all pupils.
- Sharing pupil achievements, progress and attainment with parents at Parental Consultation meetings and in each pupil's Annual Report.

Assessment Cycle

Formal assessment is a systematic part of our academies work which will be used to track each cohort in the academy. It is through an effective assessment system that the needs of every pupil can be met and that the academy develops a clear understanding of how to raise standards.

The assessment cycle at Simpson's Lane Academy will include:

Data from and analysis of statutory assessments

- Early Year Foundation Stage Profile
- Year 1 Phonics Screening
- Key Stage 1 assessments
- Key Stage 2 assessments

Data from and analysis of baseline assessments

- Aspects Nursery Baseline
- CEM Base Reception baseline

- Teacher baseline assessments using STAT for pupils in Y1-Y6 (where necessary)

Teacher assessments and data collection

- On-going half-termly teacher assessments using STAT in reading, writing, mathematics and SPaG
- Teachers identify trends within their classes and the actions needed to accelerate progress to ensure all children are on track to securely meet end of year expectations.

Moderation

- Held regularly in phase meetings, cross phase meetings, Pyramid moderation meetings, West Region meetings and local authority moderation meetings to ensure judgements are consistent and accurate.

Pupil Progress Meetings

- To discuss progress of class, groups of children, target children using key questions and identify actions and next steps with Phase Leader, SENCo and Pupil Premium Lead.
- Outcomes fed back to SLT, as well as QIT Leader, Pupil Premium Lead and/or SMSC Lead where appropriate.

Statutory tests and assessments

- EYFS Profile
- Y1 Phonics Screening Check
- Y2 tests and assessments
- Y6 tests and assessments

Parents Consultations and Reports

- Opportunity to discuss and share their child's achievements, abilities and future targets at least twice within the year, with written summaries provided.
- End of year report to include results of statutory tests and assessments and information related to progress and attainment across the year.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the academy. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. We use STAT materials to benchmark and moderate pupils in accordance with the guidance on EAZMAG. Regular moderation of pupils' achievements takes place during staff and phase meetings to ensure consistency of judgements analysing children's work against STAT materials or Development Matters and Early Years Foundation Stage Profile. Planning and book scrutiny also takes place, with findings fed back to all members of staff.

Moderation takes place within the Pyramid, SPTA West Region and Local Authority to provide external moderation. Throughout the year, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Pupils in Year 1 also complete the national Phonics Screening.

Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy

- EYFS Marking and Feedback Policy
- Curriculum Policy

Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the school's assessment audit. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a school Assessment File.

8. Staff Responsible for Implementation

C Mayers – Assessment Leader

S Annable – Headteacher