



## **ASSESSMENT POLICY**

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and areas for development.

At Orchard Park we assess children through a range of different sources to ensure that we monitor attainment and progress effectively to enable all pupils to make progress from their starting points.

This policy and procedure has been produced based on recommendations in the 'Final Report of the Commission on Assessment without Levels' (Sept 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

### **AIMS/PRINCIPLES OF ASSESSMENT**

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use assessment information to evaluate and inform planning, strategies and use of resources and support.
- Inform parents and the Governing Body about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

### **TYPES OF ASSESSMENT**

At Orchard Park we use three broad overarching forms of assessment:

- Formative assessment
- Summative assessment
- Nationally standardised summative assessment

### **ASSESSMENT CRITERIA**

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used. Therefore, Orchard Park has developed a new way of recording and measuring pupil attainment and progress. Children will now be assessed against the end of year expectations for each year group (Years 1 - 6).

To track progress across the year each group has then been divided into bands:

- E = Emerging
- D = Developing
- D+ = Developing Plus

- S = Secure
- M = Working at Greater Depth

To be working at the age related expectations children need to be judged as secure or working at greater depth by the end of the academic year.

In Early Years, children will be given a 'baseline' assessment using EExBA on entry. Teachers will then use this alongside their professional judgement to assess the age band which children are working within across the EYFS 17 areas of learning.

The expected standards are;

Nursery:

- 30-50 months = in line with age related expectations
- 22-36 months = below age related expectations
- Any other lower age band = significantly below age related expectations

Reception:

- 40-60 months = in line with age related expectations
- 30-50 months = below age related expectations
- Any other lower age band = significantly below age related expectations

At the end of EYFS children will be allocated a number for each of the 17 Early Learning Goals:

- Emerging = 1
- Expected = 2
- Exceeding = 3

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. All judgements will be entered into the SIMs Assessment Manager.

### **FORMATIVE ASSESSMENT**

Formative assessment is a fundamental part of teaching and learning. It is an ongoing, day-to-day assessment which is carried out by teachers and is central to effective classroom practice. Formative assessment allows teachers to understand pupil performance on a continuing basis, enabling them to identify pupils' strengths and identifying any gaps against each strand of the curriculum. It therefore informs future planning and support to enable all children to make strong progress.

For children, in-school assessment helps them to measure their knowledge and understanding against learning objectives and wider outcomes as well as enabling them to identify where they need to target their efforts to improve.

At Orchard Park, formative assessment is tracked against the National Curriculum objectives on the SIMs teacher app. For each objective teachers make a judgement based on their marking, observations, questioning and knowledge of each child.

Judgements:

- U = Unable to assess
- E = Emerging
- D = Developing
- S = Secure
- M = Mastered/Working at Greater Depth

Examples of formative assessment:

- Marking and feedback
- Questioning
- Observational assessments
- Guided group/small group notes
- Discussions with pupils
- Regular re cap quizzes
- Pupils self-assessment e.g. traffic lights, bounce back in blue, self-marking against success criteria
- Peer marking
- Pupil conferencing

### **SUMMATIVE ASSESSMENT**

Although formative assessment is the main way of collecting information at Orchard Park, summative assessments are still a valuable and significant contributor to our understanding of children's learning. There are two types of summative assessment; in-school and nationally standardised.

#### **In-school**

To support and moderate teacher judgements, children in Key Stage One and Two periodically undertake a range of summative assessments in-school. This information, together with teacher judgements, is recorded on to SIMs at the end of every term (six times per year) using the criteria outlined above.

This information is used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Examples of summative assessment:

- End of topic tests/quiz
- PUMA/PIRA assessments
- Reading age assessments
- Phonic trackers
- Reading trackers
- Termly trackers

### **Nationally Standardised**

At key points through primary school children are assessed against national expectations through a range of standardised assessments. This provides information on how children at Orchard Park are performing in comparison to children nationally. It will also provide information to parents on how the school is performing in comparison to schools nationally. Standardised assessments also enable teachers and leaders to assess performance against others to make judgements about the school's effectiveness.

These assessments include:

- Baseline assessment in Reception
- Phonics Screening Check in Year One
- National Curriculum tests (SATs) at the end of Key Stage One
- National Curriculum tests (SATs) at the end of Key Stage Two

### **SEND**

As appropriate, we use the same assessment system for tracking the progress of children with special educational needs or disabilities. Modifications will be made by teachers to ensure questioning, discussions and marking are accessible for children, depending on their specific needs. In some cases it is appropriate to assess children according to curriculum objectives most suited to their ability instead of age related expectations or using P levels. This enables us to ensure lessons are accurately pitched with appropriate challenge at all stages of their education.

### **MONITORING**

Throughout the year, a range of monitoring systems take place to ensure our assessment is robust and consistent and that we are continually evaluating our teaching and learning to ensure all children make progress.

### **Staff Responsibilities**

- Assessment Coordinator will use the tracking system to report on progress of all individuals, groups (PP, EAL, SEND, LAC, G&T/MA,CP) and cohorts (N-6) at the end of each term. Whole school trends and areas of concern will be identified. This information is then shared with Governors in regular assessment meetings.
- Subject Leaders and Key Stage Leaders will track the progress of their subject/key stage, identifying trends and areas of concern.
- SENCo will track the progress of groups (PP, EAL, LAC and SEND) and monitor the progress children are making who are receiving specific interventions.

- Class Teachers will track the progress of their cohort and identify any children causing a concern.
- In the Summer Term, the current teacher and receiving teacher will meet to agree all judgements.
- The Senior Leadership Team regularly monitor a range of books to ensure assessments are accurate.

### **Termly Tracker**

At the end of each half term, teachers update a termly tracker. Using all assessment information they have gathered throughout the half term, teachers make an overall judgement on how secure the children's knowledge and understanding is based on the objectives taught so far within the academic year. This document then highlights any children who are working below, at or above age related expectations informing future planning and intervention where applicable.

### **Progress Tracker**

To ensure all children make progress from their starting point, we use a progress tracker. This document allows us to see each key group and the progress that they make across the year, as well as the progress made from previous years. It also ensures that the gap between vulnerable groups is closely monitored.

### **Pupil Progress Meetings**

Once a term, pupil progress meetings take place with the Class Teacher, Headteacher, Deputy Headteacher, Assessment Coordinator, SENCo and Phase Leader. This allows for the progress and attainment of individuals, groups and cohorts to be challenged and for barriers to learning to be identified. Next steps for these pupils are identified to ensure that progress is strong for all. Any specific intervention and support is also evaluated and updated.

### **COMMUNICATION WITH PARENTS**

Regular communication and a strong partnership between school and home is vital to successful learning. Children's attainment and progress will therefore be discussed at Parent Consultation Meetings, which take place twice a year (Autumn and Spring Term), and through a written report (Summer Term). The end of year report will also include key assessment data. Regular feedback is shared throughout the year in a range of ways (differentiated homework tasks, reading records, conversations at the start and end of the day). Teachers are always available for informal consultations if parents wish to discuss their child's learning at other points.

At the start of each academic year parents also receive an information booklet outlining the end of year expectations for the year group.

### **MODERATION**

Moderation is important to ensure a consistent approach in assessment, both in school and nationally.

At Orchard Park we:

- meet regularly when in staff and phases meetings to moderate judgements

- carry out regular monitoring which involves moderating work through planning and book scrutiny; sharing findings with staff
- collate further evidence to support teacher assessments (progress and standards file, SEND progress file)
- regularly participate in moderation meetings with local cluster schools

### **LINKS TO OTHER POLICIES/DOCUMENTS**

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy
- Pupil End of Year Goals Overview
- Parents' End of Year Expectations Guide
- Progress and Standards File
- SEND progress File

### **REVIEW**

The Headteacher, the Assessment Coordinator and all the staff review this policy regularly. Any suggested amendments will be presented to the Governors for discussion.

Revised May 2016