



## Yattendon School

### ASSESSMENT POLICY

<b>Date adopted</b>	Spring 2020	<b>Review Date</b>	Spring 2023
<b>Review period</b>	Cyclical – 3 years	<b>Status</b>	Recommended
<b>Based on Surrey model?</b>	N	<b>Policy prepared by</b>	Ruth Bienkowski

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### 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. Principles of assessment

At Yattendon School, assessment is seen as a continuous process integral to high quality teaching and learning. It should be consistently and systematically incorporated into all teaching and learning in order to track and build on the progress, knowledge, understanding and attainment of all children as well as promote better than expected outcomes for individuals, groups and cohorts.

At Yattendon, we also believe that effective and systematic assessment can be used to identify emerging need as well as charting progress. We use the National Curriculum as the starting point for all teaching and learning experiences and have rigorous assessment systems in place for those children with identified SEND needs who are working significantly below their age-group.

## Aims:

At Yattendon, assessment is used to ensure:

- The progress and attainment of individuals, groups and cohorts of children are accurately recorded and systematically monitored;
- Assessment informs actions and conversations in terms of children's learning that increase positive outcomes;
- Assessment supports informative and productive conversations with pupils, parents and other professionals;
- Consistent, ongoing teacher assessment is an integral part of everyday classroom practice; children are challenged daily to prove that they 'know more and remember more', through low-stakes testing and carefully planned activities that promote the retrieval of newly learnt knowledge;
- The school's Governing Body has a clear and accurate understanding of the school's overall progress and attainment

## 4. Assessment approaches

At Yattendon 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, in-school summative assessment and nationally standardised summative assessment.

### 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 extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, 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

Formative assessment is the ongoing day-to-day assessment practices that are carried out by all teachers. They are key to delivering effective lessons as assessment informs current and future planning as well as the selection of appropriate resources and level of support and challenge required by individuals and groups of children.

Formative assessment takes many forms:

- Using teacher questioning and pupil feedback;
- Observations of individual, small group and whole class interactions;
- Reviewing children's work as a lesson, or a sequence of lessons, progresses;
- Reviewing the outcomes obtained by peer/pupil self-assessment;
- Analysis of low-stakes testing and outcomes from retrieval practice activities;
- Undertaking the marking of pupils' work

Effective formative assessment also involves sharing learning outcomes with children, who can use this information to support and further develop their own learning.

### 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
- **Pupils** to understand how well they have learned and understood a topic or unit 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

Summative assessment relates to the level of attainment each child is working at a given point in time. This information is summarised by class teachers each term and is used to provide a judgement of a child's overall level of attainment as well as an indication of the progress they have made during a given period of time.

Information to support accurate summative assessment is gained by reviewing different sources of evidence. Sources include the use of NfER tests in reading, punctuation and grammar, spelling and mathematics; other diagnostic tests (such as YARC and Sandwell); children's independent work (particularly in writing – which is assessed against yearly grids based learning objectives taken from the National Curriculum).

The school carefully selected NfER tests as a way to ensure that all teachers are able to access a standardised test that will give a comparable standardised score term on term and year on year.

Judgements made in all subjects are validated by teachers during in-house moderation sessions and moderation sessions that are held across the local group of schools. In addition, the school is subject to random moderation checks at least once every four years.

During termly Pupil Progress Meetings analysis of the data is used to identify children who are making good or outstanding progress, children who have stalled in their learning and not making the desired progress and the subsequent interventions and strategies that may help to address this.

At the end of Key Stage Two, children are formally assessed against national expectations set by the government (SATs). Outcomes are formally shared with parents, the Department for Education and a child's future school.

## 5. Collecting and using data

At Yattendon we formally collect assessment data once every term. Data is collected on spreadsheets specifically designed by the school for our use only. The data is saved to our internal network and all documents are password protected.

Data is shared with SLT, class teachers and other members of staff who work in classrooms. Using this data, members of staff are able to analyse the progress of individual children and of groups of children (such as girls/boys, SEND etc)

At Yattendon, we take the well-being of our teachers very seriously. To this end we follow the principle of 'collect once, use many times' when it comes to harvesting data. We do not ask teachers to collect data in many different ways.

## 6. Reporting to parents

At Yattendon we report to parents and carers on a termly basis. After each round of assessments, parents and carers receive their child's standardised score (NfER tests) and the judgement as to whether their child is working at age-related expectations (ARE), working towards age-related expectations (WTS), working at greater-depth within age-related expectations (GD) or working below age-related expectations (B).

Parents and carers receive a written summary of their child's achievements at two parent consultation evenings in the autumn and spring term and this information forms part of a longer written report (including all national curriculum subjects) that parents and carers receive during the summer term. Following this report, there is a specific opportunity for parents and carers to meet with the class teacher to discuss the contents of the report. At the end of Key Stage Two, the written reports in the summer term will also include the results of the formal national tests the Year Six pupils sat during May (SATs).

At these three points in the year, parents and carers also receive a summary of their child's attendance at school to that point in the year.

We have an open-door policy and warmly invite parents and carers to discuss the progress their children are making at Yattendon at any time during the year.

## 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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. 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

To ensure that staff share an understanding of the philosophy and expectations around assessment, regular training takes place during staff meetings and best practice is shared.

Year teams work together when planning assessment opportunities and members of the SLT monitor the quality of the ongoing assessment and retrieval practice in books and during formal assessment periods.

Staff attend meetings to moderate work in reading, writing and maths; these are both in-school and across local schools.

In terms of developments for the statutory end of Key Stage tests, the Upper Key Stage Two Phase Leader and/or Deputy Head Teacher attend yearly briefings.

## 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 Headteacher

The headteacher is 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
- 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 annually by Ruth Bienkowski. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Head and Deputy Head Teachers are responsible for ensuring that the policy is followed.

Members of the SLT will monitor the effectiveness of assessment practices across the school, through:

moderation, lesson observations, book scrutinies, pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- Teaching and learning
- All other curriculum policies