

DUNNINGTON CE PRIMARY SCHOOL



ASSESSMENT POLICY

Date of Policy:	December 2017
Date of Review:	December 2018
Member(s) of staff responsible:	Caroline Hancy
Governor(s) responsible:	FGB
Signature of Chair of Governors:	
Date:	



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Policy for Assessment

Rationale

At Dunnington CE Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not an end in itself; it should provide a child with a clear understanding of what they have learned and can do, as well as the next steps in their learning. We believe that this process should be thorough, manageable and relevant to the children's development.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Dunnington CE Primary
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

The purpose of assessment is:

- To enable children to make progress
- To support children in recognising their next steps in learning
- To inform future planning for individuals, groups and classes
- To summarise attainment

In addition, assessment supports teachers and the SLT in monitoring the effectiveness of teaching and learning through the school.

Good assessment practice at Dunnington CE Primary School will:

- raise standards of attainment and behaviour, and improve pupil attitudes and responses
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to take a flexible approach to teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, areas for development and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

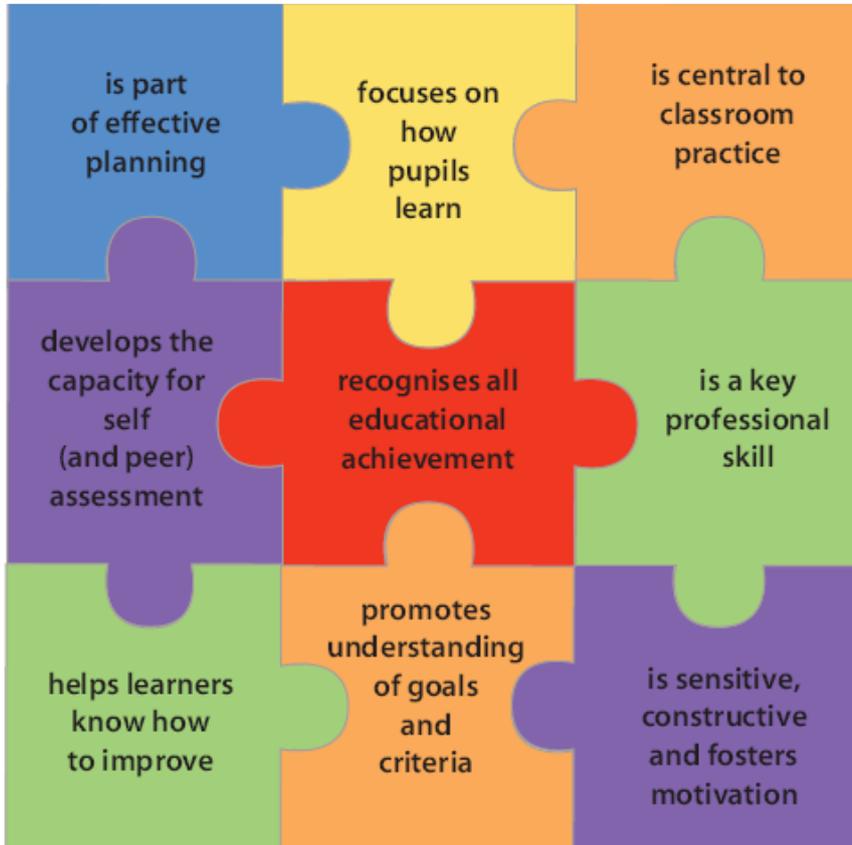


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Two distinct types of assessment are identified and used in our school. These are:

1. Assessment for Learning (AfL, Formative Assessment)



Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets, through teacher's planning.

"AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners."

Assessment Reform Group

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by taking pupils to the 'edges of their capability'



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Implications for teaching:

The teacher will:

- Provide targeted verbal and written feedback which identifies strengths and the next step for improvement (see Marking and Feedback Policy)
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand/need to know
- Make standards, expectations, objectives, intentions, key questions and/or success steps explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement and those with SEND
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact positively on learning and the learner

Impact on learning and the learner:

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success steps and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress
- Improve their ability to give feedback, encouragement and next steps when looking at each other's work

Teacher assessment evidence in support of AfL

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.
- The use of the Classroom Monitor tracking system (see below)

2. Assessment of learning (AoL, Summative Assessment)

Assessment of learning is used periodically to identify a child's progress towards the end of year expected standard. These assessments are carried out in Reading, Writing, Maths and Spelling, Punctuation and Grammar (SPAG).

At Dunnington CE Primary, these assessments will support teacher assessment each half term. A range of assessments will be used each term, including Rising Stars (Grammar Punctuation and Spelling/ Progress in Reading Assessments and White Rose Maths Hub Assessments. Standardised tests in Year 2 and Year 6 will also support summative assessment.

Periodic assessments will support accuracy of teacher assessment through the use of standardised tests. However, teachers' professional judgements made continually through assessment of learning will be used predominantly to inform progress over time and discussions with parents.



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Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time, at the end of each term and reported to parents at the end of each year
- Establish national benchmarks about what children can do and about school performance against the standards expected, especially at Y2 and Y6
- Show what pupils can do without support
- Inform the target setting process

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet national expectations for all learners and for groups of learners (narrowing the gap)
- Mark and measure against the expected standard for the end of each year

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous assessment data
- Be able to measure own performance against externally agreed criteria and standards for their age
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Both AfL and AoL are essential in raising standards and will be used in all phases within our school. Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) are both thoroughly embedded throughout the school. They are complimentary, and both play a significant role when making teacher assessment judgements.

ATTAINMENT AND PROGRESS AT THE END OF THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Reception cohort will be assessed in June using the EYFS Profile.

For each Early Learning Goal (of which there are 17), the teaching team must decide which one of the following three judgements is most accurate as a 'best fit':

- **Emerging (1 point):** *The child has not yet achieved the ELG but is working within one of the previous developmental bands of the EYFS framework e.g. 40-60 months*
- **Expected (2 points):** *The child has achieved the ELG as a best fit judgement*
- **Exceeding (3 points):** *The child has gone beyond the ELG and is working within the KS1 National Curriculum*



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This assessment will produce a number/percentage of children emerging, expected or exceeding for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development.

What is considered to be a 'good level of development' (GLD)?

A child achieves a good level of development, as defined by the government, if she or he meets the expected level or above in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. This is not the same as making good progress. (Ofsted Handbook p64 October 2017)

Progress Expectations in the EYFS

At Dunnington CE Primary School we make 'on-entry' judgements within the first 6 weeks of the Autumn Term in Reception. These judgements will be made within the setting using feedback from parents and observations of the children in play. Information from all sources will build a picture of each child's learning and development on entry to school.

Individual children may be:

- Showing a typical level of development for their age.
- Operating at a level above typical for their age (indicating the potential to exceed the early learning goals by the end of EYFS).
- Displaying the knowledge, skills and understanding that are below typical for her/his age
- Others may be operating at a level well below typical for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

What does Ofsted say about judging progress?

Ofsted will consider the proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and the most able
Ofsted School Inspection Handbook. October 2017, p.64

Observations are recorded in individual pupil learning journeys using '2 Build a Profile'. These are sent home each half term for parents to comment on and to add to. Parents are also able to contribute to their child's development through 'Dazzle the Dragon' and are encouraged to do so.

These observations are then summarised using the school's EYFS profile.

ATTAINMENT AND PROGRESS EXPECTATIONS FOR YEAR 1 TO YEAR 6

These year groups are following the National Curriculum for England 2014. It is important to appreciate that this curriculum is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at the expected standard for their age.

At Dunnington CE Primary School we work hard to develop planning that ensures that teaching and learning is well matched to the demands of the National Curriculum and is well differentiated to cater for all abilities and needs.

Along with the principles of the 2014 National Curriculum, it is our expectation that the majority of children will reach the expected standard for their age by the end of each academic year, with some children having the time and opportunity to work in greater depth in some areas of the curriculum.



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There will be other children, typically those with SEND, who may be working towards the expected level for their age by the end of the academic year. We expect all pupils to make progress, relative to their individual starting point, and succeed because they are taught and assessed effectively.

Teacher's planning will ensure:

- Most children are actively engaged on work at the expected level for the year group
- Work is well differentiated through individual programmes that may focus on some key objectives from the previous year to consolidate and secure learning for those of lower ability
- There is opportunity to apply knowledge and skills in a range of problems and contexts that will encourage a pupil to work at greater depth
- Pupils work at pace, building on prior formative assessment data to plug gaps in understanding, focus on next steps and apply their knowledge and skills across an increasing range of problems and challenges
- Formative and summative assessment data is used to maximise progress and ensure coverage of the curriculum for the year group
- Children have regular opportunities to learn through challenges and problems that really make them think

ASSESSING PROGRESS IN THE NEW NATIONAL CURRICULUM

At Dunnington CE Primary School, we believe progress should be assessed without levels. We have taken full account of the Assessment Commission Report on Assessment without Levels (September 2015) and the Assessment Frameworks for Key Stage 1 and 2 and take actions to ensure that children are making progress and striving to meet the year group expectations for the end of their academic year.

We believe this begins with having a clear Assessment Policy that sets out our expectations for teachers, pupils, parents and governors. We will share this Assessment Policy with external moderators and Ofsted.

Implications for Teachers

1. Day to day in-school formative assessment

We believe this lies at the heart of good quality teaching and learning. Teachers will plan from prior assessment information and seek to evaluate and assess learning through rich questioning. They will use thorough analysis of a range of assessment material such as work in books, children's oral responses, short term assessment questions, development of skills through collaborative group work and end of half term summative assessments.

It is vital that gaps are identified immediately and plans put in place to fill those gaps, in order to secure learning and move children on within their current year group objectives.

Pupils will be directly involved in assessment of their own and each other's work in age-appropriate ways. We will plan opportunities for self and peer assessment against clear criteria which will encourage children to become increasingly adept at making judgements on their own and other's work.



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Teachers will give clear and honest feedback. We expect that children will not always get things "right" first time; we believe that they will sometimes fail and that this is often a necessary step to learning and progress.

We believe in ensuring children have the resilience and persistence to work through failure and see it as a step to success in the learning process.

Marking and feedback will be manageable and not onerous (see separate Marking and Feedback Policy).

We will teach children to view their daily struggles with a positive mindset; knowing that connections are often made when they have to think more deeply over a problem. We will plan to ensure the children have regular opportunities to learn through challenging problems that will make them think. We believe the true value in formative assessment lies in the actions taken as a result. We will ensure that all children, where appropriate, will be given time to respond to marking and feedback through regular "Response and Up-levelling Time".

We will ensure children know how well they are doing and what their next steps are. We will share this orally and through written comments in books. Teachers will always share objectives and success criteria with their learning groups; formative assessment will link to these on a day by day basis.

Day to day assessment will focus on knowledge, skills and understanding in the core and foundation subjects. We recognise the importance of the core subjects of Reading, Writing, SPAG, Maths and Science. We also recognise the importance of creative cross-curricular planning that ensures children are engaged in tasks that make sense and make use of real life contexts.

2. In school summative assessment and reporting to parents

We believe that assessment outcomes should be shared with parents and carers. We will do this at the end of each academic year. This will help them support their children's learning.

We will report attainment to parents in a simple way at the end of the year:

- *Your child is working towards the expected standard*
- *Your child is working at the expected standard for their age*
- *Your child is working at greater depth than the expected standard*

Each year, we will share with parents/carers the key national curriculum objectives for the core subjects for each year group through our welcome meetings. We will also place this information on the school website.

During the year, parent consultations will provide parents with more detail about the achievements and next step targets for each child. Teachers will link this with homework to encourage parental support.

Children will take regular summative assessment tests in Reading, SPAG and Maths. These will be used to inform teacher assessments and support formative assessment data. Test data will be analysed by class teachers using question level analysis to identify areas of common strength, areas for development and to track progress.



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Policy for Assessment

3. Use of Classroom Monitor to show progress

As a school we have taken the decision to use Classroom Monitor to support the on-going assessment of pupils in each subject, enabling teachers to:-

- Record attainment and progress on a regular basis
- Identify who is on, below or above trajectory to succeed
- Support pupils who have fallen below trajectory and stretch others
- Plan future lessons to meet needs more precisely.

Teachers continually review the work of each pupil against the National Curriculum objectives and Interim Frameworks (Years 2 and 6) in each subject for that year group. They record assessments and evidence in online markbooks enabling them to track progress and plan lessons easily. Judgments are recorded in hexagons using the following codes:-

U	Unassessed - not as yet assessed.
T	Target - may have started to teach but needs more work on a particular objective.
A	Almost - working towards an objective showing some understanding
M	Met - confident a pupil has met/ secured/consolidated an objective.
E	Exceeding - exceeded expectations for the year group

Our hope is that every box will be green by the end of the academic year. Some children will make rapid progress, passing through the colours quickly, but others may take longer. Teachers will use the tracker to demonstrate strengths, weaknesses, next steps to support planning, to give feedback to pupils and to enhance teaching and learning.

We will trust a teacher's professional judgement but will want to see some match between what is shown in the tracker, teachers' planning, what is seen in practice and evidence in books.

Some children will have done so well on some assessment objectives in the previous year that they start ahead of the rest. At first, the receiving teacher will direct the pupil's energies towards reaching green but once they do, there is a choice:

- Direct the pupil to work other objectives that have not yet been fulfilled
- Take them into greater depth in the current objectives
- Move them on to the next year's objectives

This is a matter for professional judgement- some children need consolidation time and some need fresh challenges.

Every time a markbook is saved, a **percentage** is calculated. This percentage takes into account both the **number** and **colour** of hexagons that have been recorded. Assessments are locked down at the end of each calendar month in order to calculate progress for each child.



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Attainment and progress reports for a child can be used to analyse gaps and areas for development. Class attainment and progress reports can show an overview for a particular objective in any subject. This can help evidence the effectiveness of an intervention for a group or for a whole class.

Monitoring will gather evidence of the triangulation between the Classroom Monitor, teacher assessment and evidence in books and take account of discussions with a child.

This summative data can be useful in analysing relative progress of learning groups through the school, or when looking at the progress of particular groups in school (see sections on teacher and SLT use of summative data below).

We will not be measuring progress in "points" during a year. We will not be replacing "levels" and "progress in points" will not be used to support performance related pay. However, pupil progress will still feature within the objectives set for each teacher as part of the appraisal process.

Using Classroom Monitor for summative assessment

Term by term, Classroom Monitor will track progress of children through the "stages" using the markbook. This data will be useful for analysis at the end of each term and especially at the end of a year. This analysis will be kept in school, not reported to parents.

Summative data will be used to show:

- Relative progress of groups within a learning group or across a phase or whole school to support SLT analysis
- The impact of a particular intervention for a group or year group
- The impact of an investment linked to a school improvement priority
- SLT, Governors or an external moderator the impact of spending, eg for Pupil Premium funding or for pupils with SEND

Half termly, termly and end of year tests (either through for example, Rising Stars or National Tests for Y2 and Y6) will provide an external benchmark to support teacher assessment. The data from these tests will not be used on its own, but only in conjunction with formative teacher assessment data.

Implications for Parents and Reporting to Parents

Parents will not be given in year assessment and progress data in terms of levels. We will be assessing without levels. Parent Consultations will take place in October and March, and in June parents will receive a **Report** with the option of a meeting to discuss this report if a parent wishes.

In October and March, focus will be on targets, areas of strength and next steps, using Classroom Monitor data to inform discussions with parents. A summative end of year Report will give parents an overview of their child's progress against year group expectations and information about the children's readiness for the next year. This will be given as:

- Your child has met the expected standard for his/her year
- Your child is working towards the expected standard for his/her year
- Your child is working in greater depth within the expected standard for his/her year
- Summary of achievements and areas for development for your child this year



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- Summary of behaviour and attitude towards learning for your child
- Attendance data for your child
- National test results for your child, Year 2 and Year 6 (raw score and scaled score in Year 6)

In EYFS, this information will include whether a child has met the **Good Level of Development**, and so is ready for Year 1.

In Year 1, pupils will take a **Phonics Check** to see if they have met the standard for phonics. Parents will be informed whether their child has or has not met the phonics standard at the end of Year 1. Those that have not met this standard will continue to receive phonics support and retake the test at the end of Year 2.

In Year 2 and Year 6, children will sit **national standardised tests for the end of Key Stage 1 and Key Stage 2**. These tests will inform teacher assessment and provide a benchmark for the school and for parents. If a child has met the expected standard in Year 2 and again in Year 6, he or she will have made good progress and will be ready to move on to key stage two or secondary school respectively.

Year 2	Year 6
Reading test	Reading test
Writing teacher assessment	Writing teacher assessment
Grammar, punctuation and spelling test	Grammar, punctuation and spelling test
Maths arithmetic test	Maths arithmetic
Maths reasoning test	Maths reasoning tests

Implications for Senior Leaders

At Dunnington CE Primary School, we will ensure we always judge quality of teaching across the school using a **full range of indicators**. These include:

- Direct lesson observations and observations through HT drop ins and learning walks
- Analysis of Classroom Monitor data as well as formative and summative assessments
- Scrutiny of work in books
- Discussions with pupils and parents, feedback through questionnaires
- Scrutiny of planning samples
- Use of Teacher Standards through Performance Management and progress against targets linked to Performance Management

Pupil Progress Meetings will take place each year to ensure teachers are held accountable for the attainment and progress of their pupils, and to have discussions about how this will be achieved and what support may be needed. These meetings will be positive, supportive and result in continuing good progress for pupils and practice for teachers. It is expected that the challenging floor standard of 85% meeting the expected standard in Reading, Writing and Maths in Year 6 will be achieved over time and that pupils make sufficient progress from their starting points (Baseline in FS2) to the end of Year 6. The SLT will be involved in a full range of monitoring activities to ensure this happens.

Phase Leaders will regularly monitor the use of Classroom Monitor data through Phase Meetings. Each Phase Leader will produce a summary report on the data in EYFS, KS1, lower KS2 and upper KS2.



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The school Monitoring and Evaluation Schedule will set out the range of activities and dates for these activities each year, including pupil progress meetings, performance management meetings, observations and book trawls, summative assessment tests, consultation with pupils and parents and dates for statutory tests.

SLT will meet regularly to review attainment and progress each term. Phase Leaders will be responsible for assessment in their respective phases and will report to the Headteacher.

Analyse School Performance (RAISE), FFT data, Governors Dashboard data and LA analysis reports will be used by the SLT, along with school end of year data, to review progress and attainment. There will be particular focus on the relative progress of:

- Boys and girls
- PP and non-PP pupils
- SEND and non-SEND pupils
- Groups of prior attainment, low, middle and higher
- EAL and non EAL pupils

The Headteacher will report to governors in September with a summary overview of attainment and progress data. A fuller analysis will take place in November following the publication of the Raise Report. There will be a focus on the impact of teaching and learning on narrowing any gaps in progress and attainment data.

A full analysis report will be produced ready for the LA monitoring visit with the School Improvement Partner, usually in late November or early December. The Headteacher will report to governors following this visit.

The implications for the Headteacher

The Headteacher is responsible for:

- Implementing the assessment and reporting arrangements at the school
- Ensuring a workable and coherent model is in place
- Ensuring all teachers are kept updated regarding assessment practice and legislation
- Ensuring all staff are held to account for the progress and attainment of their pupils
- Ensuring staff receive the training and support they need
- Reporting to governors and parents on assessment through the school
- Reporting to the LA and to Ofsted as required
- Making sure this policy is kept under review on an annual basis

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Monitoring and evaluating the policy

This policy will be reviewed *initially* every year by the Head teacher, Governing Body Premises and Policy Committee and Senior Leadership Team to ensure policy reflects current legislation and practice.



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