



# Devonshire Primary Academy Assessment Policy

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Policy of Assessment

Implementation Date: September 2018  
Adopted by Governors/HT: HT  
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Person responsible for policy: D Simm

*'The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.'*

### ***Final report of the Commission on Assessment without Levels – Sept 2015***

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

## **2. Forms of Assessment and Their Purpose**

At Devonshire Primary Academy we use three broad forms of assessment, each with its own purpose.

1. Day-to-day in-school **formative assessment**, for example:

- AFL strategies EG: ABC, confidence cups etc.
- Quality next step marking of pupils' work
- Observational assessment
- Regular low stake tests
- Collaborative improvement, marking & feedback
- Self- assessment

Day to day in-school formative assessment has different purposes for different stakeholders:

- **For pupils:** formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts, in order to improve.
- **For parents:** formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.
- **For teachers:** In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
  
- **For school leaders:** formative assessments provide a level of assurance for school leaders. If school leaders are confident that their staff are carrying out effective formative assessment, they can be assured that issues will be identified at the individual level and that every child will be appropriately supported to make progress and meet the high expectations that are set.

2. In-school **summative assessment**, for example:

- End of year assessments
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

In-school summative assessment has different purposes for different stakeholders:

- **For pupils:** summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.
- **For parents:** summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.
- **For teachers:** summative assessment enables teachers to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.
- **For school leaders:** summative assessments enable school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure that the pupils are supported to make good progress and ultimately meet age related expectations.

3. Nationally **standardised summative assessment**, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics Screening Test in Year 1 & Year 2

Nationally **standardised summative assessment** has different purposes for different stakeholders:

- **For pupils and parents:** Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.
- **For parents:** Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
- **For teachers:** Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.
- **For school leaders and school governors:** Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

### **3. Assessment in Early Years Foundation Stage**

On entry to school, children are both formally and informally assessed in order to ascertain whether they are working at age related expectations, or above/below age related expectations. The formal assessment system used is Early Excellence's baseline assessment and this runs alongside the teachers' daily informal observations to build up a complete

picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs.

Over the course of the year, all staff in the EYFS contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also on teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes on post-its, annotated photographs, videos, children's work in their Literacy or Numeracy book, phonics assessments, daily reading records, extended focused observation notes and on the electronic learning journal "Tapestry", which also tracks progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the levels of learning and development in each of the areas of learning for individual pupils and classes with particular attention to certain groups such as summer born children, disadvantaged children and boy/girls. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFSP (Early Years Foundation Stage Profile) is completed and the judgements are reported to parents and the LA. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,
- The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
- We also report on the Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically.
  
- Each child's developments and achievements are recorded in the EYFSP. There are 17 ELG (Early Learning Goal) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning.
- For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.
- 1=" Emerging" (not yet reaching the level of the ELG) 2 =" Expected" or 3=" Exceeding this level.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the school, within the MAT schools and also through attendance at the LA moderation clusters.

#### **4. Assessment in KS1 & KS2**

At Devonshire Primary Academy we have developed our own programmes of study which are in line with the National Curriculum expectations. It has been developed initially by subject leaders with support from teachers and the senior leadership team; however, our programme continues to improve year on year as it is adapted to meet the needs of our children.

Each subject (Reading, writing and maths) is broken up in to a programme of study (POS) for every year group; this ensures that all children receive a curriculum that is of an age appropriate level and allows for:

- Detailed assessment information for the teacher to use to inform their future planning as it highlights gaps in knowledge and areas to develop further.
- Overall judgements to be calculated which will enable the senior leadership team to track progress across the school, throughout the year.
- A means of informing parents about attainment and progress during the course of the academic year.

The red statements on the POS are considered to the greatest impact on the further development of skills and subsequent learning. Consequently, the red statements play a particularly significant role in the assessment process and are therefore they objectives that we assess against, whilst also ensuring the rest of the POS are taught to a high standard.

It is expected that the majority of the class will be working on an age related POS; however, some children may need to work on a lower age related POS to enable them to fully access a curriculum that meets their needs. There will be no children working on a higher than age related POS as our focus is on providing opportunities for the children to apply their knowledge to problem solving and reasoning activities.

Children are expected to enter the Year at the age appropriate level (Entering), within the three terms; they are expected to reach Secure for their age group.

At the end of each term, teachers are expected to make a professional judgement about the child's current position in learning:

- **Entering** – The children are accessing the curriculum being taught.
- **Developing** – The children are accessing the curriculum and are applying some of the concepts with support.
- **Secure** – The children are accessing the curriculum and applying the concepts independently to a variety of different subjects and contexts

It is possible that not all children will reach **Secure** at the end of each year. These children will be closely monitored and supported through interventions to ensure that the attainment gap is closed over time. If a child reaches Secure in spring term, the expectations is to widen and broaden the child's learning experience in the year and to demonstrate and apply the skill or knowledge independently in different subjects or contexts.

### **Assessment Records, Record Keeping & Tracking**

Assessment of pupil understanding in line with the Programmes of study will be an integral part of teacher planning and will in turn inform future planning. Day to day assessment will mainly take the form of high quality formative assessment including: AFL strategies, next step marking, pupil progress meetings, verbal feedback etc. This will be supplemented by periodic summative assessments or tests at the end of a topic or unit of work. It is up to teachers to make a professional judgement on how they record the outcomes of formative assessment. However, an ongoing record of performance against the POS are recorded in the formative

assessment grid with Otrack. Each statement is colour coded red, amber or green to show their level of understanding and whether they are able to apply a skill independently or with some support. This statement is coloured green if there is evidence to show that they are able to meet the objective independently and applying the skills they have learnt to different contexts.

At the end of each half term teachers will be asked to make a professional judgement about each child regarding their level of performance in relation to all of the key learning (red) statements. This judgement will be based upon their knowledge of the child, performance recorded on and day to day formative assessments. The judgement will be whether a child is on track to be secure in terms of age related expectations at the end of the year e.g. E at the end of the autumn term, D at the end of the spring term and S at the end of the academic year.

This information will be held on **OTrack** (an online tracking system) which summarises each class's assessment details and enables senior leaders as well as class teachers to analyse summative data.

## Standardisation

- Standardisation is vital. Opportunities for standardisation are built into our staff meetings and our pupil progress cycle. This is monitored to ensure our judgements are robust and accurate.
- As part of the Blackpool Multi Academy Trust – moderation twilight sessions are held and assessment leads have the opportunity for cross academy meetings for moderation purposes.
- All subject leaders study examples of children's work and planning within their subject area and create portfolios of work, which enable class teachers to form an accurate judgement as to whether each child is working at an age appropriate level.
- Year 6 and Year 2 teachers attend moderation cluster meetings with regard to assessing writing correctly.
- SLT moderate a cross section of each class's summative assessments every term.
- The SLT will hold pupil progress meetings with each year group on a termly basis.

## Feedback to Pupils

At Devonshire we believe that feedback to pupils is crucially important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed system in place for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

Time is set aside at the beginning of each lesson for the children to absorb any comments written on their work, to answer any next steps and to ask any questions of their own. This is done to ensure that the time our teachers spend on marking really has an impact.

## **Reporting to Parents**

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In the Autumn term we hold individual meetings with parents.

In February, we give all parents a written report of their child's progress and achievements to date, which includes targets, aimed at improving core subject areas.

A second parents evening takes place in the spring term to discuss the previous report.

At the end of the summer term, parents are given a summary report of their child's progress and attainment; this also includes target areas for the next academic year.

In the reports for pupils in Year 2 and 6, we also provide details of the levels achieved in the statutory test in the summer term. The results of the Year 1 Phonics Screening Check will also be reported at this time.

Parents are actively encouraged to discuss any worries or concerns they have with their child's class teacher at the end of the school day.

## **Governance, Management & Evaluation of Assessment – Roles & Responsibilities**

### **Governors:**

- Named governor- - to monitor the implementation of the policy
- To hold the Headteacher to account
- Whole school overview record
- Ensure they receive summary of attainment and progress for each cohort and significant groups

### **Deputy Head teacher & Assistant Head teacher.**

- Whole school analysis (inc. trends over time)
- Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.)
- Managing the Monitoring/Assessment Calendars
- Ensuring that decisions made and agreed are carried out
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment
- Moderate and address issues arising from mismatch between data/pupil books/observations etc.
- Hold teachers to account for performance in their team.

### **Phase leaders & Assessment Lead:**

- Monitor the performance in their team
- Monitor the performance of vulnerable groups
- Be part of pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Moderate and address issues arising from mismatch between data/pupil books/observations etc.
- Analyse and report on attainment and progress in their team for SLT
- Highlight areas of strength to celebrate and weakness to support
- Prepares whole school data for presentation to the governors
- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors

**Teachers:**

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Master Tracker
- Aware of the impact of their performance upon the whole school

**Continuing Professional Development in Assessment**

All teachers and support staff at Devonshire will have access to a wide range of CPD opportunities to improve their ability to accurately assess pupil progress and attainment. These may include:

- MAT moderation events
- Whole school INSET training to focus upon assessment
- Staff meeting updates
- Attendance on specific assessment courses e.g. end of key Stage assessment updates.

Carley Preston (Assessment Lead)

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