

# Paganel Primary School Assessment Policy



## Introduction

*'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.'*

(Ref. Final Report of the Commission on Assessment without Levels; September 2015)

In September 2014 the school started to implement the new national curriculum and since September 2015 this became a statutory requirement. The way the curriculum is assessed has changed significantly, with a move away from levels of attainment (a best-fit approach) to age-related expectations (a mastery approach). This assessment policy has been adapted in response to these changes.

- Refer Appendix 1 – comparing levels to age-related expectations at Paganel Primary School

## The principles and aims of assessment

These principles are central to all of our assessment here at Paganel Primary School:

- **Assessment provides evidence to guide teaching and learning and is at the heart of this process.**
- Assessment provides the opportunity for pupils to demonstrate what they know, understand and can do in their learning.
- Assessment helps our pupils recognise the standards to aim for, and to understand what they need to do next to improve their learning.
- Assessment helps our teachers to plan learning activities that accurately reflects the individual needs of each pupil.
- Assessment is inclusive of all abilities.
- Assessment should draw on a wide range of evidence to provide a complete picture of a pupil's achievement.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should provide information which is clear, reliable and free from bias.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- Assessment outcomes provide meaningful and understandable information for:
  - a. pupils in developing their learning;
  - b. parents in supporting children with their learning;
  - c. teachers in planning teaching and learning (assessment must provide information that justifies the time spent)
  - d. school leaders and governors - to allow them to make judgements about the effectiveness of the school and plan and allocate resources accordingly
  - e. government and agents of government.
- Assessment places achievement in context against nationally standardised criteria and expected standards; the school's results are capable of comparison with other schools, both locally and nationally.
- **Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.**

## Different forms of assessment

At Paganel, we believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different, but complimentary, types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (AfL/formative assessment) involves the use of ongoing/day-to-day assessment in the classroom to raise pupil achievement. It focuses on how pupils learn and is central to classroom

practise and planning. It is based on the idea 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 this aim (i.e. to close the gap in their knowledge, understanding &/or skill). Learning outcomes/objectives are shared with pupils and teachers discuss with pupils how these learning outcomes/objectives can be achieved. AfL can be carried out through:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development.

Peer and self-assessment (including the use of 'progress tweets') is encouraged throughout the school.

Assessment **of** learning (summative assessment) involves judging pupils' performance (usually through testing) at the end of a period of time, unit of work, term, year or key stage and against national standards/age –related expectations.

We give our pupils regular feedback on their learning so that they understand what it is that they need to do better in order to progress further. Research (e.g. Sutton Trust) has shown that their involvement in the review process raises standards, and that empowers pupils to take action towards improving their performance.

- *Refer Appendix 2 - Ref. Final Report of the Commission on Assessment without Levels, p19-21 (September 2015)*

### **Co-ordination of Assessment/ Roles and Responsibilities**

- **Governors:** the performance committee closely monitor whole school progress (with support of HT and DHT) and the full governing body monitor progress on a regular/at least termly basis; performance management is directly linked to pupil's attainment and progress and all teaching staff are held to account regarding the part they play in ensuring objectives are appropriately met
- **Headteacher & Deputy Headteacher:** the headteacher has responsibility for the strategic whole school overview of assessment and is supported by the deputy to constantly monitor and moderate assessments and provide feedback to staff and governors; hold teaching staff to account for pupil progress using pupil progress meetings and performance to address underperformance and set targets.
- **Phase Team/English and Maths Leaders (EYFS, KS1, KS2):** are responsible for monitoring assessments within their phase and keeping the HT/DHT well-informed about standards across their phase; each phase leader (KS1/English; KS2/English) joins the classteacher with the headteacher and deputy(mathematics leader) for half-termly pupil progress meetings.
- **Teaching Staff:** regularly assess pupils and provide feedback; adapt planning in line with assessments to ensure good progress for every learner; provide assessment information for pupils and parents as well as school leaders.
- **Teaching Assistants:** provide feedback to the teaching staff on progress and attainment of pupils
- **Parents/Carers:** support the school to achieve its aims and support pupils at home with homework to positively impact on progress
- **Pupils:** complete all work to the very best of their capabilities and standard in order to make best possible progress in school.

### **Target Setting, Pupils' Targets, Tracking and Pupil Progress Meetings**

**Target Setting Meetings:** Early at the start of the new school year (end September/beginning of October - once the class teacher has spent some time getting to know/assess each pupil), the headteacher & deputy/maths leader meet with each class teacher and relevant phase team/English leader to set end of year targets for each individual pupil in reading, writing and maths. Historical assessment data also feeds in to this target setting process.

## **Pupils' Targets**

From the nursery through to Year 6, every pupil has targets set appropriate to their individual needs. In the EYFS targets cover the seven areas of learning and in key stages 1 and 2 cover reading, writing and mathematics. These targets identify the next steps needed for each pupil to make good, solid progress. As well as being a crucial assessment tool for the teacher, targets serve to make it clear to each learner (as well as parents and any other interested person) what they need to focus on next in order to progress in their learning. Teachers constantly review and update targets, they discuss the progress being made and focus on the next steps. This collaborative process enables each pupil to have a real sense of purpose and ownership regarding their learning.

**Pupil Progress Meetings:** are designed so that individual pupils' progress can be discussed with the headteacher & deputy/maths leader, relevant phase/English team leader and class teacher (and, ideally, joined by the Inclusion Leader/SENCo to discuss SEN/pupils who are make limited progress). Once end of year targets for reading, writing and maths have been set and agreed, every pupil's progress is monitored/tracked with meetings held at the end of each half-term. Class teachers' latest assessments and progress towards the targets are reviewed and adjusted if necessary. These meetings serve to highlight any pupil who might be making slow/limited progress and identify possible barriers to learning, resulting in highlighting the possible need for targeted interventions to be put in place. Pupils' attainment and progress is also regularly moderated, monitored and discussed in phase team meetings.

## **Assessment of pupils with SEN and disabilities**

Pupils identified on the SEND register are assessed in line with other pupils using PIVATS document (pre National Curriculum Levels), B Squared assessment tool or the National Curriculum age-related expectations. If appropriate, staff use SATs tests from other year groups to support the on-going teacher assessment of pupils.

In the second half of the autumn term 2015 Birmingham's Pupil and School Support SEN Toolkit/continuum is to be introduced and used to initially assess any child whose level of attainment or progress provides cause for concern.

## **Assessment in EYFS**

Assessment information is acquired prior to the child starting school through visits to the home (for nursery children) and school via open days, consultations with play groups/previous settings and relevant documentation including early years transfer records.

Attainment on Entry – a baseline assessment is carried out in the first three weeks in both the nursery and reception classes. This year, as well as our own in depth assessment we also introduced **Early Excellence** reception baseline assessment (a government recommended provider – this process is to become a statutory requirement from September 2016).

From term 1 onwards teachers begin to complete the Foundation Stage Profile. Evidence across the 7 areas of learning continues to be collected on a daily basis through observation and discussion and recorded in each child's Learning Journey. Notes regarding the characteristics of learning, photographic evidence and child quotations are also collected. Along with any written work, these form the basis of the on-going teacher assessments in line with national expectations.

In the summer term evidence is collected for moderation with the EYFS leader attending local authority moderation meeting. An external moderator is also brought into the school to moderate judgements before final assessments are completed. It is then the responsibility of the EYFS leader to report the outcomes to the government via the local authority. An end of year report is then sent to every parent/carer.

## **Assessment in Year 1**

At the start of the year, in the autumn term, some pupils continue on the EYFS Profile while the majority are assessed against appropriate age-related expectations. End of year targets are set and followed up with half-termly pupil progress meetings. At the start of the spring term, all pupils are assessed against appropriate age-related expectations.

In the summer term (June) the Year 1 Phonics Screening Check is carried out, final assessments are made and class teachers discuss pupil progress with the next teacher. An end of year report is then sent to every parent/carer.

### **Assessment in Years 3, 4 and 5**

At the start of the year, end of year targets are set and followed up with half-termly pupil progress meetings with all pupils being assessed against appropriate age-related expectations.

In the second half of the summer term final assessments are made and class teachers discuss pupil progress with the next teacher. An end of year report is then sent to every parent/carer.

### **Assessment at the end of KS1 (Year 2) & KS2 Year 6)**

At the start of the year, end of year targets are set and followed up with half-termly pupil progress meetings with all pupils being assessed against appropriate age-related expectations. Regular informal meetings with senior leaders/the headteacher also take place to keep an extra watchful eye on monitoring progress.

In term 5 standard assessment tests (SATs) are administered. Any Year 2 pupil who did not meet the required standard in the Year 1 phonics screening check is re-tested.

In the summer term evidence is collected for moderation with the Year 2 and 6 teachers attending local consortium moderation meetings and end of year final teacher assessments are completed.

It is then the responsibility of the headteacher, working with the Year 2 & 6 class teachers, to report the outcomes to the government via the local authority.

Year 2 class teachers discuss pupil progress with the next teacher. An end of year report is then sent to every parent/carer.

### **Assessment of different curriculum areas/foundation subjects**

Incerts is used to record the assessment of all subject areas. Assessment of the foundation subjects is to be up-dated termly.

### **Marking and feedback** (Refer to separate marking & feedback policy)

We believe that feedback (verbal and written) to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their learning.

We give pupils verbal feedback regarding their learning whenever possible. We usually do this when the pupils are working during &/or at the end of a lesson and we often give feedback on a particular lesson at the beginning of the next one.

Teaching staff provide written feedback in relation to the learning objective of the lesson/activity, making it clear how well the objective has been met and what the pupil needs to do next in order to develop their learning. A challenge task might be set in order to further develop and deepen a pupil's understanding.

We encourage pupils to assess their own or other's work in the belief that learning is maximised when pupils enter in to a dialogue about their work, however, we are aware that this needs to be carefully managed to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

### **Assessment Tracking Systems**

**Incerts** - used to record the assessments of all subjects in Key Stage 1 and 2. This system is useful as a planning tool for teachers - it serves to identify what a pupil can do and what needs to be done next in order to move a pupil's learning forwards.

**SIMS** - the main management information system used in the school and over the past year we have tried using this for reporting assessments.

**Target Tracker** - introduced in October 2015, initially for the use of the EYFS to trial its effectiveness.

*With the change of the national curriculum and its related assessment, the school is currently in a position of investigating the best way forward regarding the most effective and efficient assessment/tracking/reporting system to use. It is expected that from January 2016 the school will then fully adopt one particular system.*

### **Staff CPD**

In order to ensure teachers are able to conduct assessment competently and confidently, regular staff/phase team meetings will focus on sharing best practice through the sharing of information regarding the progress of pupils and carrying out moderation activities. External advisers will provide guidance and support, where necessary, and the school will liaise closely with other schools within the consortium and beyond to carry out shared moderation. Staff training will also need to be provided to ensure assessment systems are used to best possible effect.

### **Consultations and reports to parents/carers**

Parent consultation evenings take place during each term of the year. Parents are able to view their child's work and classroom and discuss general progress, assessments, target areas for development, test results, classwork, behaviour, attendance and homework...Teachers are also available for informal discussion.

At the end of the school year every parent/carer will receive a school report for their child. (These are in two formats – one for EYFS and the other for key stages 1 and 2). Parents are invited to make a written response to their child's report.

### **Policy Review**

In light of the changing landscape regarding the assessment of the new national curriculum, this policy is to be kept under review by the headteacher and other senior leaders, who will ensure to keep governors informed about its effectiveness. This policy is to be evaluated and reviewed at the end of each term and updated whenever deemed appropriate to do so.

Policy agreed by the Governing Body on

Signature of Chair of Governors

## Appendix 1:

**Relative comparison of previous NC levels of attainment and APS to age-related expectations of new national curriculum at Paganel Primary School (based on the Incerts decimal point assessment system)**

- **bold figures show expected/secure age-related attainment (.5+)**
- *italic figures show emerging/working towards/below expected standard (.1 to .4)*
- non-italic figures show working at a greater depth/mastery within the expected standard (.7 to .9)

### KEY STAGE 1

Level	<1	1C	1B	1A	2C	2B	2A	3C	3B	3A
APS	<7	7	9	11	13	15	17	19	21	23
Y1	<i>&lt;1.0</i> <i>1.1/1.2</i>	1.3	1.4	<b>1.5</b>	<b>1.6</b>	1.7	1.8	1.9		
Y2	<i>&lt;2.0</i>	2.0	2.1	2.2	2.3	2.4	<b>2.5</b>	<b>2.6</b>	2.7	2.8/9

### KEY STAGE 2

Level	2C	2B	2A	3C	3B	3A	4C	4B	4A	5C	5B	5A	6
APS	13	15	17	19	21	23	25	27	29	31	33	35	
Y3	<3	<i>3.0 -</i> <i>3.2</i>	3.3	3.4	<b>3.5</b>	<b>3.6</b>	3.7	3.8	3.9				
Y4			<4	<i>4.0-</i> <i>4.2</i>	<i>4.3-</i> <i>4.4</i>	<b>4.5</b>	<b>4.6</b>	4.7	4.8	4.9			
Y5					<5	<i>5.0 -</i> <i>5.4</i>	<b>5.5</b>	<b>5.6</b>	5.7	5.8	5.9		
Y6						<6	<i>6.0-</i> <i>6.2</i>	<i>6.3-</i> <i>6.4</i>	<b>6.5</b>	<b>6.6</b>	6.7	6.8	6.9

## Appendix 2:

### Final Report of the Commission on Assessment without Levels p19-21 (September 2015)

#### **The primary purposes of day-to-day in-school formative assessment**

##### **For pupils:**

In-school 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 to improve.

##### **For parents:**

When effectively communicated by teachers, in-school 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. This reinforces the partnership between parents and schools in supporting children's education.

##### **For teachers:**

In-school formative assessment should be 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:**

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

##### **For the Government:**

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

##### **For Ofsted:**

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."*

Ofsted Handbook, 2015

## The primary purposes of in-school summative assessment

### For pupils:

In-school 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:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

### For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

### For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

### For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

*“Ofsted will take a range of evidence into account when making judgements, including published performance data, the school’s in-year performance data and work in pupils’ books and folders. However, unnecessary or extensive collections of marked pupils’ work are not required for inspection.”*

Ofsted Handbook, 2015



## **The primary purposes of nationally standardised summative assessment**

### **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.

### **For the Government:**

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

### **For Ofsted:**

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

### **Good practice**

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias<sup>9</sup>. Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it.