



Discovery Primary Academy

Assessment Policy

Introduction

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

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims and Principles of Assessment

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders and Governors to evaluate and continually improve on the quality of provision for all pupils

Key Objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils

Typical methods of formative assessment include:

- Question and answer sessions
- Recap and review activities
- Activities to check pupil understanding before individual tasks
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Think, Pair, Share
- Tell Your Partner

- Team Huddles
- Pupil self-assessment and peer assessment
- Feedback in line with the school's marking policy
- Quizzes and tests

Through Day-to Day In-School Formative Assessment, we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations
- use the information to inform future planning to address gaps and extend learning.

Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

Teachers will make use of in school summative assessments 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 will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level 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.

A range of 'In-school-summative assessments' will be used including, for example.

- Termly tests in Reading, GPS (Grammar Punctuation and Spelling) and Maths
- Running Record and book band assessments
- Phonic Assessments
- TTRS (Times Table Rock Star) baseline assessments
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- RAG rating Knowledge Organisers to indicate knowledge secured by a class or cohort
- Identifying which children have secured the key, essential and aspirational knowledge detailed in our knowledge organisers

We ensure consistency in teacher assessments by:

- Agreeing details of criteria
- Using a conversion between raw test scores and assessment judgements
- Moderating within year groups and as a whole-school
- Joining local authority (LA)/Local Schools or academy moderation activities ● Discussing consistency in planning sessions

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables the school's leadership team and Governors to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance. A range of 'Nationally standardised summative assessments' will be used:

- EYFS Profile
- The Phonics Check in Year 1 and at the end of KS1
- National Curriculum tests and teacher assessments at the end of Key Stage 2
- National Curriculum tests and teacher assessments at the end of Key Stage 1
- Multiplication Table Check (MTC) at the end of Year 4

Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress

It is important that we involve children in the assessment process and Assessment For Learning (AFL) is a key part of our teaching.

We believe that feedback 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 work.

We have an agreed code for marking, as this ensures that we all mark in the same way (see marking policy).

We give children verbal feedback on their work whenever possible.

Whole class marking grids will be used to identify individuals and groups needing support or extension as well as whole class areas for development inform planning, teaching and learning.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

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| <p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p> | <p>We keep parents informed by:</p> <ul style="list-style-type: none"> ● Meeting with parents informally and formally ● Sharing information about pupil progress and next steps in learning at Parent Consultations ● Sending parents annual written reports during the summer term. In this report we outline the effort and progress made. |
| | <ul style="list-style-type: none"> ● In reports for pupils in Year 2 and Year 6 we provide details of the levels achieved in the national tests and teacher assessments. ● In reports for Year 1 children and where appropriate Year 2 children, we provide details of the outcome of the phonics screening check. ● In reports for Year 4 children, we provide details of the outcome of the MTC. ● We offer parents the opportunity to discuss the end of year reports with their child's teacher |
| <p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p> | <p>The senior leadership team (SLT), Subject Leaders and phase leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> ● Assessments are maintained consistently, and teachers are given advice and support in maintaining them ● Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment ● Pupil progress meetings are held termly to analyse individual pupil's progress and action intervention when necessary. |
| <p>Sharing information about pupils' attainment</p> | <p>Information about individuals is restricted under our GDPR policy to:</p> <ul style="list-style-type: none"> ● School staff on a need-to-know basis, i.e. for the purposes of teaching ● The receiving school when pupils leave ● Professionals who work with the school for advisory purposes |

An Inclusive Approach to Assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special education needs and any requirements for support and intervention.

Training for Staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Deputy Headteacher will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Policy Written: September 2022

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Review Date: Reviewed every 3 years. Autumn 2027