

Viking Academy Trust



Assessment and Feedback Policy

The VIKING ACADEMY TRUST Assessment Policy has been written after consultation with staff.

Approved by the Trust: Term 6 2019-20

Reviewed annually

Signed:

Chair of Trustees

Viking Academy Trust

Assessment Policy

Empowering children through education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

These are:

- Chilton Primary School
- Ramsgate Arts Primary School
- Upton Junior School

This Assessment Policy is specific to **Upton Junior School**.

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Principles of assessment.....	3
4. Assessment approaches	4
5. Collecting and using data.....	7
6. Reporting to parents	8
7. Inclusion	9
8. Roles and responsibilities	9
9. Monitoring	10
10. Assessment Cycle	11
11. Assessment across Upton's Broad and Balanced Curriculum.....	14
12. Feedback Summary	14
13 Repsonse the Covid-19	15

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.

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Aims of Assessment

- To find out what children know and identify any gaps in their learning;
- Plan to build on this through teaching and learning;
- To involve children in assessing their learning, and progress, by making clear the assessment criteria that will be used to evaluate their learning;
- To close the learning gaps between the desired learning goals and the children's current position through meaningful feedback

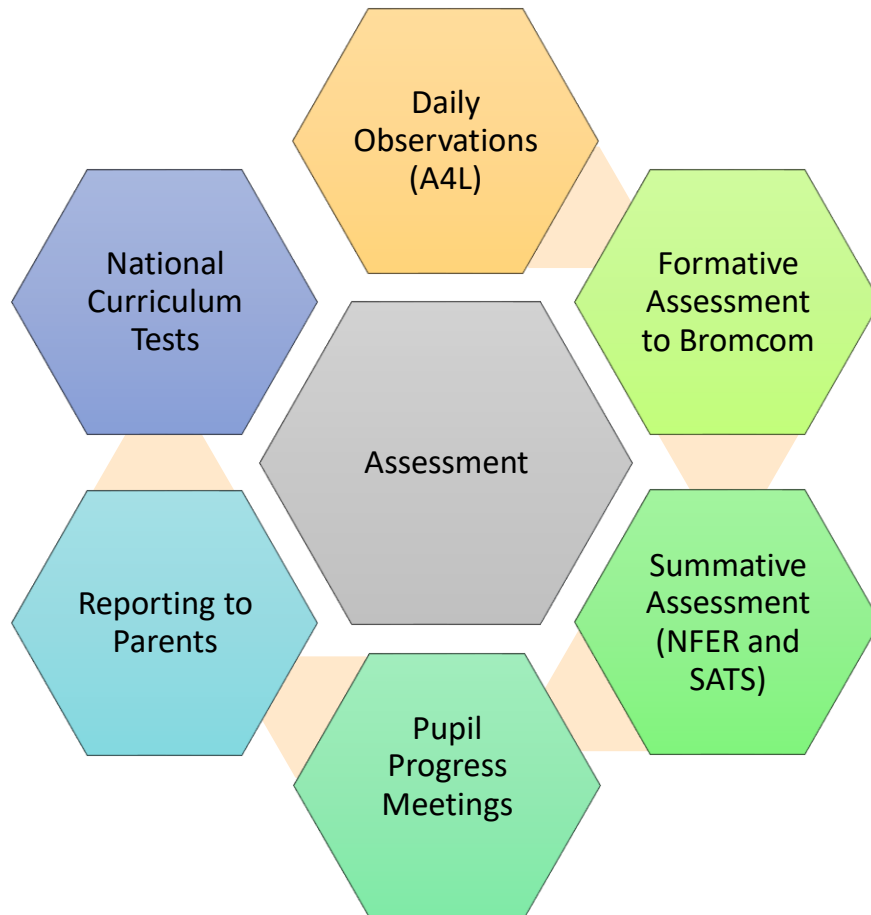
Guiding Principles

- Effective assessment is an ongoing, authentic part of everyday learning
- Provides feedback to motivate the children and develop appropriate targets
- Informs differentiation and guides future planning, teaching and curriculum
- Allows the teacher to reflect on their own teaching and the efficacy of the program
- Provides parents and the wider community with evidence of our professional understanding and their child's progress
- Provides information to ensure continuity when the children changes school or year group
- Complies with LA/statutory requirements

4. Assessment approaches

At Upton Junior School 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.



Detail about the approach to different forms of assessment.

Assessment for learning:

- Is part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice and requires active involvement by pupils
- Provides effective feedback to shape and develop teaching and learning
- Has an emotional impact by promoting self-esteem
- Is a key professional skill
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria, and encourages children to take responsibility for their own learning
- Helps learners know how to improve
- Encourages self-assessment
- Recognises progress from child's previous best

It is expected that:

- All teachers are aware of all children's attainment and use data and prior learning to inform their planning and teaching.
- National Curriculum Teacher Assessments should be kept up-to-date and used to plan effectively
- All books (or those requested) to be presented at termly moderation or to subject coordinator when requested.
- Data must be compiled accurately and entered onto National Curriculum Assessment Sheets regularly during the term. It is the teacher's responsibility to check the accuracy of their assessments through termly moderation.
- Ongoing next-step targets should be challenging yet achievable, shared with the children, referred to in feedback and celebrated when achieved.
- All staff to be aware of SEN needs and keep thorough, up-to-date records when necessary.
- Children with SEN (and/or 1:1 support) are planned for in order to meet their individual needs.
- Teachers have a thorough understanding of how to support children to achieving any targets set out in an EHC plan and direct all adults appropriately.

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
-
- Daily marking and written feedback (EBI)
 - Catch-up/stay-up
 - Oral feedback throughout lesson structure including mini plenaries
 - Targeted questioning based on development level
 - Creation and review of Success Criteria/Steps to Success
 - Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
 - Mini-plenaries to determine understanding at regular intervals.
 - Short re-cap quizzes or recall of facts.
 - Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria.

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 course 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

End of Term Summative Tests (Years 3 to 6) – Maths, Reading and GPS

Towards the end of term 2 and Term 6, we hold a Test Week using the NFER Tests in Maths Reading and Grammar, Punctuation and Spelling (GPS). Y6 will use previous SATS tests.

These different tests produce Standardised Test Scores. We use these results to inform whether the children are Working Towards, at the Expected Standard or Working at a Greater Depth with their own Year Group. A Gap Analysis of the test will allow teachers to see the gaps in learning and plan effectively to “close the gap” with all or individual children.

We also compare the Standardised Score with their individual Prior Attainment Group (PAG) Average Expected Score in Reading and Maths, based on their Keystage 1 results.

This Test Week is followed by a *Pupil Progress Meeting* whereby the class teacher, the Senior Management Team and SENCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SMT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Templates - Assessment Sheets List - Google Chrome

MATHS Test data marksheet - Y6 Maths

Save Save & Close Import Export Options Class/Group: Marksheet: Year 6 Maths Data Class Teacher(s):

Student Name	Gender	SEN Status	Pupil Premium	English Additional Language	MATs Maths Subject KS1	Standard Score - Spring 2 - 6 - Maths	Standard Score - Autumn 1 - 6 - Maths	Standard Score - Autumn 2 - 6 - Maths	Standard Score - Spring 1 - 6 - Maths	Standard Score - Spring 2 - 6 - Maths	Standard Score - Summer 1 - Year 6 - Maths	PAG - End of Keystage 2 - Maths	PAG Rank - End of Keystage 2 - PAG
P.F.	N	N	N	N	3	120	105		111			110.62	22
P.M.	N	N	N	N	2A	121	104		110			104.50	17
P.M.	N	N	N	N	2A	128	103		109			104.50	17
P.F.	N	N	N	N	3	123	109		113			111.87	23
P.M.	N	N	N	N	3	120	108		108			111.87	23
P.F.	N	N	N	N	2A	119	104		109			107.32	20
P.M.	N	N	N	N	3	124	109		111			111.87	23
P.F.	N	N	N	N	2A	117	102		104			107.32	20

4.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

Ongoing teacher assessment is completed within Bromcom – Curriculum Assessment. We have Statements for Reading, Writing, Maths and UBBC. Each subject is broken down in to topics to easily access the correct area.

We use D.W.E.G. against each criteria:

D eveloping	W orking Towards	E xpected	G reater Depth
Evidence of a few aspects of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the criteria	Secure in most of the criteria	Secure in all, or almost all, of the criteria (and most likely showing 'glimmers' of the next year's criteria)

At the end of each term (every 6 weeks) all teachers are required to complete a "Teacher Assessment" Judgement.

For Reading, Writing and Maths, National Curriculum sheets can be used to help collate all the different areas and is also used to enter the terms Teacher Assessment Judgement. The teacher must decide to what extent the child is achieving the objectives of their age appropriate curriculum at that time.

"Good Progress" across the year, would be to make 3 points progress in the year. E.g. 4E to 5E (21 to 24)

Year 2			Year 3			Year 4			Year 5			Year 6	
2D	13		3D	16		4D	19		5D	22		6D	25
2W	14		3W	17		4W	20		5W	23		6W	26
2E	15		3E	18		4E	21		5E	24		6E	27
2G	16		3G	19		4G	22		5G	25		6G	28

Reading and Writing - Expected At:			
Year 2	2D	13	
	2W	14	
	2E	15	
	2G	16	
Year 3	3D	16	Autumn Y3
	3W	17	Spring Y3
	3E	18	Summer Y3
	3G	19	
Year 4	4D	19	Autumn Y4
	4W	20	Spring Y4
	4E	21	Summer Y4
	4G	22	
Year 5	5D	22	Autumn Y5
	5W	23	Spring Y5
	5E	24	Summer Y5
	5G	25	
Year 6	6D	25	Autumn Y6
	6W	26	Spring Y6
	6E	27	Summer Y6
	6G	28	

Standardised Scores and Spelling results are entered on Marksheetworks within Bromcom:

- All data is spilt into teaching groups for quick access
- Only the marksheets the teachers need, are shown in their list
- Previous data is shown on the sheet
- Pupil premium, gender, other key data is shown on the sheet
- Bromcom is internet based, so accessible anywhere in school and at home, if needed

Moderation

The process of moderation is an essential part of a robust assessment system. Teachers are involved in moderation of KS2 in the following ways:

- With colleagues in school during year group meetings
- With colleagues in school during professional development meetings
- With colleagues from the Trust
- Via attendance at statutory LA meetings
- Via LA representatives coming into school for moderation

6. Reporting to parents

Assessment Data is provided to parents at parents' evenings and at the end of the academic year.

A written report for each child is sent to parents, once a year, at the end of the Summer Term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. Teachers will comment on the attainment of the pupil in terms of national Age Related Expectations. For children at the end of Key Stages 2, additional information including details of the SATs will also be provided. We follow the statutory guidance as set out in the Assessment, Recording and Reporting Document.

Parents are invited to attend formal interviews with the teacher during the Autumn, Spring and Summer terms. Should the need arise; teachers might organise to meet with parents at other times. Parents are always welcome to make appointments to discuss the progress of their child with the teacher or Head Teacher.

Through MCAS (My Child At School) parents can access the following information.

- Attendance – Daily and overall percentages
- Behaviour Data
- School Report
- Formative Assessment Data – Jan 2019
- Arrange Parents Evenings
- SATS results
- CAT Digital results

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. Roles and responsibilities

8.1 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

8.2 Head of School

The Head of School and Assistant Head are 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

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

This policy will be reviewed annually by the Assistant Headteacher. At every review, the policy will be shared with the LAB .

All teaching staff are expected to read and follow this policy. The Head of School and Assistant Headteacher are responsible for ensuring that the policy is followed.

Head of School will monitor the effectiveness of assessment practices across the school.

10. Assessment Cycle

Class Teacher	Monday of the last week of term	<p>Enter Teacher Assessment Judgement into Bromcom. Using RAG Assessment marksheets. Eg 5E = Year 5 Expected</p> <p>Save sheets.</p> <p>There are no 1:1 meetings scheduled, however, the AHT may call one if there are concerns regarding pupil progress.</p>	<p>Export and print copy for your own records /assessment files.</p> <p>There is no need to print copies for SLT.</p>
	After NFER test / Old SATS tests	Enter Standardised scores onto Bromcom Data marksheets.	There is no need to print copies for SLT
	End of Term 2,4,6	<p>Prior to Pupil Progress Meeting use data on Bromcom and on PPM Team Sites to complete 'Data Analysis' Form for each of your classes and identify concerns. You all now have 'Remote access' to Bromcom and the PPM Team site so you can access the data from school and at home.</p>	<p>AHT to update the PPM Team site once Standardised scores have been entered.</p>
	At the Pupil Progress Meeting	<p>Look at all of the concerns across your given year group and use this information to produce the agenda for your pupil progress meeting. Are there any patterns? E.g. are all boys under-performing in reading? Is there a gap developing for pupil premium and mathematics? Agree on Focus children and Fluid booster children.</p>	<p>PPM form – Updated on the PPM Team site.</p>
	After Pupil Progress meeting	Complete final section of the Data analysis form for each class – giving an overview of strategies/support put into place to address concerns.	Upload onto PPM team site

AHT	SEF to be completed, including all data entered.	<p>Complete all sections of SEF.</p> <p>Use data analysis to complete and add concerns and actions already identified by PPM to form.</p> <p>Look at data for reading/writing/maths – what are the ‘big issues’ or patterns in under-performance/progress? We will discuss strategic development and actions at the strategy meeting.</p>	Upload completed form to Sharepoint before the KIM meeting HoS attend.
------------	--------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

Assessment Calendar for 2020/2021 - Provisional

September	Week 1 31 st Aug	
	Week 2 7 th Sept	Y3 – Phonics test - Ongoing Y6 – PESE (TBC)
	Week 3 14 th Sept	
	Week 4 21 st Sept	
	Week 5 28 th Sept	
October	Week 6 5 th Oct	PPM Y3 to Y6 (Ongoing Teacher Assessments)
	Week 7 12 th Oct	Parents Evenings Y3-6 (Teams)
	Week 8 19 th Oct	Complete SEF Data
November	Week 1 2 nd Nov	
	Week 2 9 th Nov	
	Week 3 16 th Nov	
	Week 4 23 rd Nov	23 rd Nov - Assessment Week (Nfer) Y3 to Y5 / Teacher Assessments T2 Judgements + B4L report. Y6 SATS RM GPS
December	Week 5 30 th Nov	4 th Dec - All Data on Bromcom
	Week 6 7 th Dec	Y6 / Y5 / Y4 / Y3 PPM

	Week 7 14 th Dec	B4L Reports out to Parents
January	Week 1 4 th Jan	
	Week 2 11 th Jan	
	Week 3 18 th Jan	
	Week 4 25 th Jan	
February	Week 5 1 st Feb	
	Week 6 8 th Feb	Mon - Teacher Assessment Judgement RWM T3 Judgement - 8 th Feb 2021
	Week 1 22 nd Feb	
March	Week 2 1 st March	
	Week 3 8 th March	
	Week 4 15 th March	Friday - Teacher Assessment Judgement RWM Term 4 Judgements + B4L report – 19 th March 2021
	Week 5 22 nd March	PPM Y6 Y5 Y4 Y3 Parent Teacher Consultations + B4L report
April	Week 6 29 th March	
	Week 1 April 19 th	
	Week 2 April 26 th	
May	Week 3 3 rd May	
	Week 4 10 th May	CAT 4 digital Test for Y5
	Week 5 17 th May	Y6 SATS Mon - Teacher Assessment Judgement RWM Term 5 Judgements - Friday 21 st May 2021
	Week 6 24 th May	Cat4 results to Parents

June	Week 1 7 th June	
	Week 2 14 th June	Assessment Week (Nfer) Y3 to Y5
	Week 3 21 st June	Thursday – Y5 / Y4 / Y3 data on Bromcom 25 th June reports in
	Week 4 28 th June	Mon - Teacher Assessment Judgement RWM Term 6 Judgements - Monday 28 th June 2021
July	Week 5 5 th July	PPM Y6 Y5 Y4 Y3 5 th July
	Week 6 12 th July	Reports out to Parents 16 th July
	Week 7 19 th July	

11. Assessment across Upton's Broad and Balanced Curriculum.

Upton's Broad and Balanced Curriculum is underpinned with a blend of skills from different areas of the curriculum. To ensure progression across each of the subjects, at Upton, we use an end of Topic Quiz. These Quizzes cover the key objectives for each term, on average each Year Groups have 6 topics per calendar year.

12. Feedback Summaries in each subject area

English

Reading and SPaG: Teacher printed stickers, which are usually coloured to show how the children have done: Great (Green) Good (yellow) and Good Try (Red). Stickers will include a WWW (what went well) and EBI (even better if) and the children will also get a GPQ (green pen question) which is linked to the learning either to consolidate or move learning forwards.

Writing: Children will self-assess once a week and peer assess once a week. The other sessions will be marked by a teacher with a WWW and EBI. However, all pieces of work should be looked at and acknowledged by the teacher even if a child has marked. WWW and EBI should be to the point and move learning on and where necessary examples should be given.

Verbal feedback will be given by teachers throughout the lessons and ongoing AFL both within lessons and the end of lessons should lead to tweaks being made in planning for the needs of the class and individuals.

Maths

During T1 each year will trial a different way of feedback
During T2 a consistent approach to Maths Feedback will be developed.
T3 onwards, a new Maths feedback will be fully in place

UBBC will take one of these forms:

Teacher Written Feedback:

Affirmative marking ensures pupils know that they have been successful against the success criteria. Sometimes this may be as simple as a tick, at other times a specific WWW may be given. Praise should be commonplace to encourage pupils to work hard.

If a specific misconception is identified, teachers should use red pen to correct this. If necessary, an EBI may be given to explain more fully.

Verbal feedback (VF)

VF involves speaking directly to the child and is an incredibly powerful tool to improve learning. Often, this will happen within the lesson where a teacher takes the opportunity to speak directly to a child about how to improve and then check their new understanding.

While this may be seen as a VF in books, it is often implicit within the lesson structure.

Peer Assessment: Children learn how to evaluate how successful the work of their peers has been. This helps pupils focus closely on the criteria for success and identify improvement that can apply to their own work. A 'PF' should be used for this purpose

Self-Assessment: Children are empowered to develop their ability to be self-critical against the criteria for success. This enables self-improvement and personal learning. Self-Assessment should be against the specific criteria set out. 'SA' should be used for this purpose

Covid 19 – Response to assessment procedures

Year 3

- The children will all be assessed for gaps in “Phonic knowledge” through whole class teaching of phonics in the first 2 weeks (classes are working from 2 Grey RWI books fiction and non-fiction)
 - Once restrictions have been eased - specific screening will take place on the children who have gaps in their phonic knowledge, these will be highlighted by the class teacher.
 - Small group RWI interventions will start
- Pupil progress meeting October 2020 will start to establish a Y3 baseline with formal Teacher Assessment judgements by November 2020

Year 3/4/5/6

- Teachers will be expected to use the National Curriculum Assessment sheets for their current year group and also the year group below to ensure “gaps” are being filled.
- Pupil progress meeting October 2020 will form the basis of what gaps need to be focused on and where the children are currently in their attainment, based on ongoing teacher assessments.
- 2 sessions for PDM in term 1 are going to be focused on English and Maths moderation looking at standards in each area.
- Formal Teacher Assessment Judgements in place by Nov 2020
- NFER and SATS test week Nov 2020, this date will be reviewed by the end of T1.