

# Viking Academy Trust



## Assessment Policy Years 1 - 6 Chilton Primary School

The ASSESSMENT POLICY has been written after consultation with staff.

**Approved by the Trust: Term 2 2018-19**

**Reviewed annually**

**Last review date: Term 2 2018-19**

**Signed:**

A handwritten signature in black ink, appearing to read 'Roby', is written over a light grey rectangular background.

**Chair of Trustees**

# Viking Academy Trust

# Assessment Policy

## 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 **Chilton Primary School**.

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## 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

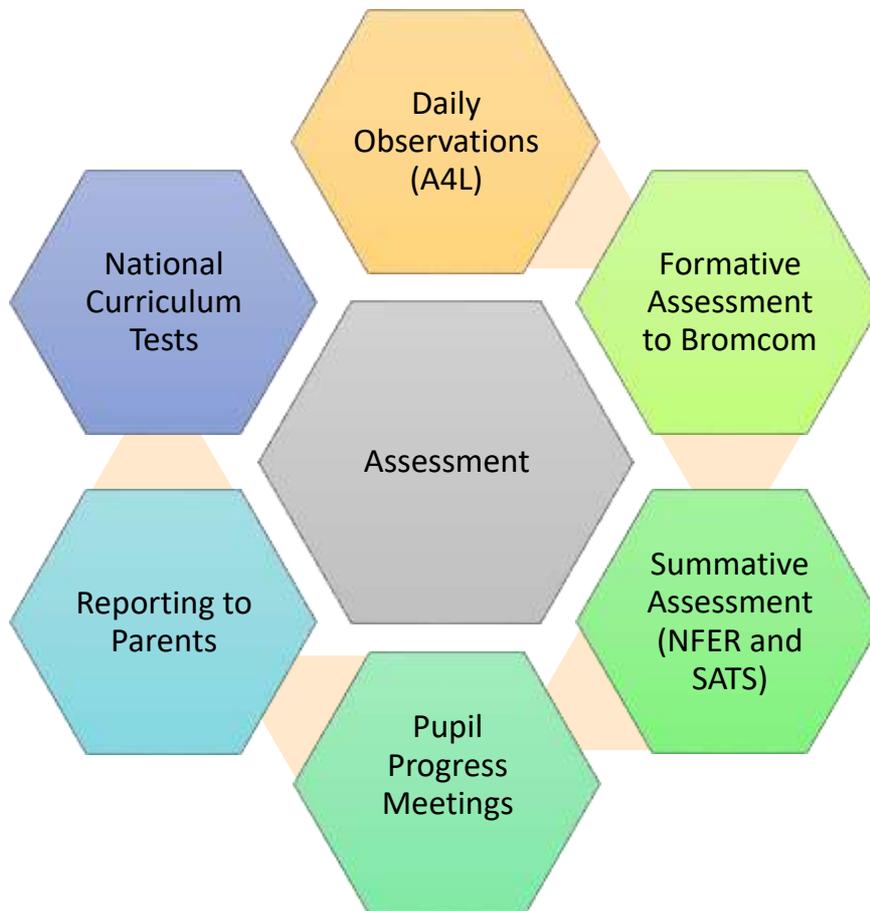
### Guiding Principles

- 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 Chilton Primary 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.
- Bromcom Curriculum Assessment should be kept up-to-date and used to plan effectively
- All books (or those requested) to be presented at termly moderation or to senior or middle leader when requested.
- Data must be compiled accurately and entered onto Bromcom Curriculum Assessment regularly during the term. It is the teacher's responsibility to check the accuracy of their assessments through termly moderation.
- Next-step targets should be challenging yet achievable, shared with the children, referred to in marking 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
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- Daily marking and feedback
  - 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.
  - Short re-cap quizzes or recall of facts.
  - Regular Self and peer assessment of learning completed 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 4-6) – Maths, Reading and GPS

During Term 2, 4 and 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. Year 4 take the tests only in Term 6.

These different tests produce Standardised Test Scores. 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 Key Stage 1 results.

The tests and a range of evidence from children’s learning inform teacher assessment judgements on whether the children are Working Towards, at the Expected Standard or Working at a Greater Depth within a year group.

This assessment is followed by a *Pupil Progress Meeting* whereby the class teacher, the Senior Leadership 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 SLT and Curriculum Leaders 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 making good progress.

## 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 phonics screen test (year 1)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)
- 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 and Maths. Each subject is broken down in to topics to easily access the correct area.

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

Working Towards	Expected	Greater Depth
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. A RAG marksheet 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 1		Year 2		Year 3		Year 4		Year 5		Year 6	
1W	11	2W	14	3W	17	4W	20	5W	23	6W	26
1E	12	2E	15	3E	18	4E	21	5E	24	6E	27
1G	13	2G	16	3G	19	4G	22	5G	25	6G	28

Standardised Scores and Spelling results are entered on Marksheets 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 & other local schools
- 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. For Years 1, 3, 4 and 5 this is sent after the Easter holidays so that advice given can impact on the remaining learning until the end of the summer term. Year R, 2 and 6 receive reports in July so that they contain statutory assessment results. 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. 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 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 of School.

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

- Attendance – Daily and overall percentages
- Behaviour Data – Jan 2019
- Formative Assessment Data – Jan 2019
- Arrange Parents Evenings

## 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

### 9.1 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

## **9.2 Head of School**

The Head of School , Deputy Head and Assistant Heads 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

## **9.3 Teachers**

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

## **9. Monitoring**

This policy will be reviewed annually by the Head of School. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Head of School, Deputy Head and Assistant Heads 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**

<b>Class Teacher</b>	Start of Term 2, 4 and end of Term 6	<p>Enter Teacher Assessment Judgement into Bromcom. Using RAG Assessment marksheet. Eg 5E = Year 5 Expected</p> <p>Save sheets.</p> <p>A pupil progress meeting will follow.</p> <p>Teachers will analyse attainment and progress, identify teaching and learning and intervention strategies to ensure children make expected or accelerated progress. This analysis will include reference to vulnerable groups.</p>	<p>A pupil progress form is completed and emailed to Senior Leaders prior to a pupil progress meeting.</p> <p>These forms are saved in the Chilton Teachers shared site.</p>
	After the pupil progress meeting	<p>Assistant Heads will monitor implementation of agreed actions. SLT will use feedback from PPMs to inform work and lesson scrutiny.</p> <p>The Deputy Head will use information to deploy support staff for the start of each term.</p> <p>The Senco will use information to source additional support for identified pupils.</p>	<p>Actions are shared with SLT and Assistant Heads will share with team members</p>
	After NFER test / Old SATS tests	<p>Years 4-6 nter Standardised scores onto Bromcom Data marksheet.</p>	<p>There is no need to print copies for SLT</p>
	January and April data drops	<p>Summative assessment must be fully entered in to Bromcom by dates given.</p> <p>Data will be analysed by SLT and shared with governors.</p> <p>Any identified weaknesses will be raised and discussed with class teachers.</p> <p>Information will be used to inform interventions, work scrutiny / staff support and deployment of support staff.</p>	<p>HOS creates data over view sheets which are saved in Chilton Teachers site</p>
<b>HOS</b>	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>	<p>Upload completed form to Sharepoint before the KIM meeting HoS attend.</p>

Term 1	Week 1	Y6 – PESE
Term 2	Week 1	Y5 and Y6 NFER / SATS tests
	Week 2	Data entry completed Data sheets shared for teachers to complete PPM forms
	Week 3	Pupil progress meetings held
	Week 4	Parent-Teacher Consultations
Term 3	Week 4	Data drop completed, HOS completes and shares analysis
	Week 4	Year R, 2 and 6 Parent-Teacher consultations
Term 4	Week 3	NFER / SATS tests Y5/6 Data entry completed Data sheets shared for teachers to complete PPM forms
	Week 4	Pupil progress meetings held
Term 5	Week 2	Data drop, HOS completes and shares analysis Year 2 SATs completed within May
	Week 4	Year 6 SATs week
Term 6	Week 1	Year 5 CAT tests
	Week 2	Year 1 Phonics Screen Week
	Week 3	Parent Teacher Consultations
	Week 6	Y4/5 NFER tests Data entry completed Data sheets shared for teachers to complete PPM forms
	Week 7	Pupil Progress Meetings held