



Assessment Policy

Reviewed: January 2017

The aim of this policy is to set out procedures for Assessment, Record Keeping and Reporting at St. Margaret's Academy. It should be a helpful document as a guide for new and existing staff and should inform other stakeholders of how we ensure accuracy and robustness in our assessment procedures. In writing this document, we have consulted guidance from the DfE, the Commission on Assessment Without Levels (2015) and the Rochford Report (2016).

Following the introduction of a new National Curriculum framework from September 2014, the government also decided to remove level descriptors. Schools have been given the opportunity to develop their own approach to assessment that is clearly aligned to their curriculum.

The DfE states that 'effective assessment systems' should:

1. give reliable information to parents about how their child, and their child's school, is performing
2. help drive improvement for pupils and teachers, and
3. make sure the school is keeping up with external best practice and innovation.

There is no exact correlation between an old National Curriculum level and the requirements of the new National Curriculum. As a school, we are now assessing children against the new framework, one for which they may have not been taught the previous years' objectives and content, so we are in a time of transition between old and new sets of data.

The principles underpinning assessment in our school are:

- The belief that every child can achieve; that effort, resilience and practice are essential for success (*Growth Mindset*)
- Assessment should be integral to learning and teaching.
- The new National Curriculum objectives will be used as the expectations for all children and assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve
- Children will make age appropriate progress



- Assessment should result in consistent, accurate information that is meaningful and useful for pupils, parents, teachers, school leaders and governors

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To help our children understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their child's learning;
- To contribute towards accountability data to enable senior leaders and governors to make judgements about the school's effectiveness and also to inform inspections by Ofsted.

Assessment for Different Purposes

Children's progress is closely monitored at St. Margaret's Academy in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make at least good progress in their learning whilst taking into account the needs of individual children.

The following section outlines the different assessments used and their purposes.

Day-to-Day Formative Assessment

Formative assessment should be an integral part of teaching and learning,

- It enables teachers to identify misconceptions, when pupils are struggling, when they have consolidated their learning and when they are ready to progress. It allows teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- It helps pupils self-assess against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
- It provides parents with a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve.
- It provides school leaders with a level of assurance that effective formative assessment will identify any problems at an individual level and that every child will be appropriately supported to make progress and meet expectations.



Formative assessment techniques:

- Formative assessment can be in the form of a task or a test to elicit what a child already knows before beginning a block of work
- Ongoing assessment is part of every lesson by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to self-assess against a success criteria when producing written work.
- Feedback is part of all learning with clearly identified next steps - this can be written or verbal feedback.
- Regular Fix It time where pupils respond to written feedback or edit their own work.

School Summative Assessment

Summative assessment is used at the end of a block of work or over a period of time.

- It allows teachers to evaluate pupil learning and the impact of their own teaching over time which helps plan for subsequent teaching and learning.
- It provides pupils with information about how well they have learned and understood a topic or course of work taught over time.
- It can be reported to parents to inform them about achievement and progress of their child over the term or the year.
- It 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 a full list of summative assessments used each term, please refer to Appendix 2- the assessment schedule

Summative assessments

- Termly tests based on current curriculum coverage produced by 'Rising Stars' and White Rose Maths Hub
- An annual age standardised Sandwell Maths test in Y1 and Y2
- An age standardised reading test in Y1 and Y2
- An annual age standardised spelling test
- End of Key Stage 2 tests - We intend introducing standardised tests at KS2 to support our judgements as soon as a reliable standardised test becomes available. In the meantime, we will use the 'Rising Stars' end of year optional tests in years 3, 4 and 5.



Nationally Standardised Summative Assessment

Standardised summative assessment is collated and published nationally at the end of a school year.

- It provides information to parents on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.
- It allows teachers to understand national expectations and assess their own performance in the broader national context
- It enables school leaders and governors to make judgements about the school's effectiveness.
- It allows the Government to hold the providers of education to account and forms a starting point for Ofsted's discussions with schools when making judgements about their performance.

Foundation Stage

All children in Foundation stage are assessed at the end of the year against the Prime and Specific Areas of Learning and the percentage of children at a "Good Level of Development" is published.

Year One Phonics Check

All children in Year 1 will participate in a phonics check. This assessment will be administered by a Year 1 teacher or the Key Stage leader. Results are included within the Year 1 end of term report.

Year Two Phonic Resit

All children who did not pass the check in Y1 will resit the test in Y2. This assessment will be administered by a Year 2 teacher or the Key Stage leader. Results are included within the Year 2 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The DfE and Ofsted will measure attainment at the end of KS1 and the end of KS2 against the interim framework. This will be reported as a scaled score. There will also be a progress measure from the end of KS1 to the end of KS2. This data will help to inform the SEF and SDP.



Assessment Schedule

Tracking Progress over the year: *Summative Grades*

We will track pupils' progress over time, against age-related expectations in the core subject areas of reading, writing and mathematics. The assessment will enable us to see the number and percentage of children working *at, towards and above* Age Related Expectations (ARE). Children who are a year or more below the Age Related Expectations are assessed as below ARE.

Please note- those working above Age Related Expectations may also be referred to as 'working at Greater Depth'.

To enable further tracking throughout the year, we record our judgements on SPTO (School Pupil Tracker Online). Using the software, we judge whether a child is working at Age Related Expectations by using a summative grade. These grades use the vocabulary of **Low, Mid** and **High**.

At the end of autumn, a child working at ARE would be assessed as Year Group **Low**. At the end of spring, a child working at ARE would be assessed as Year Group **Mid**. At the end of the year, a child working at ARE would be expected to have been assessed as Year Group **High**.

For example, a Year 4 child working at ARE would follow the expected journey over the year:

<i>On entry to Y4</i>	Y4 Autumn Term	Y4 Spring Term	Y4 Summer Term
Y3High (Year 3 High)	Y4Low (Year 4 Low)	Y4Mid (Year 4 Middle)	Y4High (Year 4 High)
At ARE	At ARE	At ARE	At ARE

Please note- The manner in which these grades are calculated is outlined in Appendix One.

For this system, in order to denote that a child is working at Greater Depth within the expected standard, we use the addendum of #3 with their summative grade.

Therefore, a child working at Greater Depth would typically be expected to take this journey during the year:

<i>On entry to Y4</i>	Y4 Autumn Term	Y4 Spring Term	Y4 Summer Term
Y3High#3 (Year 3 High)	Y4Low#3 (Year 4 Low)	Y4Mid#3 (Year 4 Middle)	Y4High#3 (Year 4 High)
Above ARE/ Greater Depth	Above ARE/ Greater Depth	Above ARE/ Greater Depth	Above ARE/ Greater Depth

This demonstrates that the child is gaining coverage and understanding of their year group's curriculum but is working at a Greater Depth at each stage.



Assessment Schedule

Children not yet working at ARE will be assessed with a different summative grade. If a child is assessed as below any of these grades, they would be working towards or below ARE.

For example: The following table shows three children in a hypothetical Y4 class:

	Y4 Spring Term	Y4 Summer Term
Child A	Y4 Mid	Y4High
Child B	Y4 Low	Y4 Mid
Child C	Y3 Mid	Y3 High

Child B is not yet working at Y4 High at the end of summer term. They are working towards Age Related Expectations. Child C is a year or more below ARE, so they are working below ARE.

We do not equate these summative grades to levels. However, we can utilise previous information gained from levels (such as the end of KS1 results) to set expectations for children. For example, a child who was assessed as Level 3 at the end of KS1 under the previous system would be expected to be working at Greater Depth at the end of KS2.

These summative grades enable us to track the number of children who are working at or above ARE. They also enable us to track progress.

Tracking Progress over the year: Average Tracking Points

We will be replacing Average Point Scores (APS) with Tracking Points. Tracking Points can be used to examine progress and attainment numerically (as an average). The distance between consecutive summative grades is judged as 1 ATP (this equates to 1 term's progress).

All year groups should move on 3 tracking points in a year. The expectation is that children make 3 terms' progress over 3 terms.

Summative grades can be equated to Tracking Points for further analysis- this is outlined further in Appendix 1. The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Nursery. Children typically should enter the Reception Class at Tracking Point 6. This can then be counted up to Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6).

Tracking enables class teachers to monitor attainment and achievement of pupil cohorts within their own class and to enable senior leaders to monitor attainment across the school.



Pupil Progress meetings will take place termly between class teachers and senior leaders to discuss individual, group and cohort progress. Pupils identified as being at risk of falling behind will be monitored closely through tracking progress in interventions and/or additional pupil progress meetings. Mid-term pupil progress meetings will review the progress of these children.

Daily assessment

For ongoing, daily assessment, teachers utilise the NC2014 objectives. They assess children's ability to understand and apply these objectives utilising the following terminology:

Term	Definition
Emerging	Child can attain this at the point of teaching with support
Developing	Child is starting to apply independently, with some errors
Secure	Child is applying independently in different contexts
Greater Depth	Child is applying and using creatively in a range of contexts

Doing this enables teachers to monitor the children's ongoing development in different objectives. Teachers aim for children to be at least secure in their objectives by the end of the year.

We have developed our own ongoing recording system based on NC2014 to easily allow staff to build their evidence base to allow for accurate assessments to be entered into School Pupil Tracker. This involves the optional use of tick-sheets for ongoing assessment of Maths and Reading (if staff are not using these, they must regularly update objectives on SPTO). Paper copies are used for the ongoing assessment of writing, and electronic records are kept in some cases.

Teachers use their assessment of these objectives to calculate a child's summative grade. Please refer to Appendix One.

Children who have attained Greater Depth

Children who have securely met the objectives will be assessed as "Secure". However, children who have a deeper understanding of this will be assessed as 'Greater Depth'. Rather than moving onto the next year's curriculum these children will work on



broadening and deepening their learning through the application of skills in different contexts. They are denoted on our tracking system with a "#3". For example, a child at the end of Year 5 attaining Greater Depth would be denoted as a "Year 5 High #3".

This is explained further in Appendix 1.

Children who were previously denoted as 'High Attainers' (ie. achieving Level 3 at their KS1 SATs) are expected to be working at Greater Depth by the end of KS2.

The depth and application of a child's learning is an important marker of their achievement and progress.

Special Needs Assessment

St. Margaret's Academy is an inclusive school and we work hard to meet the needs of all our children through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our requirement for all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to diagnose any SEN and/or to plan tailored support. Specialist diagnostic assessments may be used for children who demonstrate specific learning, behaviour and physical difficulties. The results will be shared with staff, parents and pupils as appropriate.

In the rare case that a child with SEN is not able to access the appropriate curriculum for their year group, then they will work on a lower year group curriculum, personalised to their needs. They will be assessed as "Below Age related expectations" when reporting to parents.

Currently P Scales still exist and can be used to assess children who are not yet working within the National Curriculum. For end of Key Stage reporting, some children may be assessed using the pre-key stage criteria set by the DfE.

For any child with complex needs there is a termly meeting for parents with the SENCo and Class Teacher to discuss support and review progress.

All children are encouraged to achieve their best and become confident individuals living fulfilling lives.



Early Years

The Foundation Stage staff will conduct a Baseline Assessment in the first half of the Autumn term using an approved provider (Early Excellence) to allow for a progress measure over the year and for progress to be calculated as the children move through the school.

Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

These judgements are recorded on a Foundation Stage tracker to allow staff to analyse attainment and track progress using Tracking Points.

Reporting to Parents

It is important that parents are kept informed of their child's progress and attainment and that the information they receive from the school is easily understood so they know their child's strengths and weaknesses. Home-School links are important to us and parents are always welcome to make an appointment to discuss their child's progress. The school has formal occasions for reporting to parents built into the school's annual calendar:

Parents' Evenings - these take place in the Autumn and Spring Terms for children in all Year Groups. If the parents wish, children can attend the meetings and be involved in the discussion about their learning.

Progress Reports - these are given to parents at the start of the Spring Term and Summer Term to inform parents of the summative assessments made by teachers. The report includes how well their child is progressing in reading, writing and maths with regard to Age Related Expectations and their child's attitude to learning through their effort. Simple targets are given to help parents understand how to support their child's learning.

Annual Reports - at the end of each year, families will receive an annual report fulfilling all legal requirements and detailing:

- Information on progress and achievements across the curriculum.
- Attendance



- National Curriculum SAT results and teacher assessment
- Targets for next steps in learning
- Pupil comments relating to their progress and enjoyment of school.

Parents are encouraged to provide feedback to the school and an opportunity is given for parents to discuss the report with staff via an appointment.

Consistency and Transparency in Assessment

The school recognises that, to ensure clarity and professional accuracy, it is important that the staff is consistent in interpretation of our agreed criteria and procedures. Therefore, staff meeting time will be given to discussing our assessment system and to moderate work to ensure standardisation of our assessment judgements.

Senior Leaders are responsible for reviewing procedures to ensure they are effective, useful and manageable. Monitoring of assessment, to ensure a consistent and progressive approach across the school, will include observing classroom practice, scrutiny of marking and feedback in books, scrutiny of lesson planning and cross referencing assessment judgements through work scrutiny.

The school will also work with other experienced professionals to ensure there is accuracy in our judgements, through cross-school moderation, attending workshops provided by the local Teaching Schools and through the external moderation process conducted by the Local Authority on behalf of the DfE.

Outcomes

Based on the assessment principles and procedures outlined above, the outcomes of assessment in our school are:

The pupils will know:

- what they have been successful in learning and achieving
- what they need to do next to improve their attainment

The parents/carers will know:

- if their child is making good progress and if there are any concerns or special educational needs
- how their child is doing compared with others of the same age
- what they can do to support their child



Teachers will know:

- where the pupils are starting from when they join their class or begin a topic
- which skills have been acquired, and which concepts have been understood
- how effective pupils are at applying their skills, knowledge and understanding
- which areas pupils need to develop and who requires extension/consolidation work
- whether pupils are making expected progress against national expectations

The Headteacher, Governors and teaching staff will know:

- whether individuals, groups and cohorts of pupils are making progress
- whether pupil progress is in line with school targets
- how the school compares with similar schools and with all schools
- which aspects of the curriculum/teaching need strategic development
- what impact School Development has had on teaching and learning
- if specific groups of children e.g. looked after children, ethnic minorities, refugees etc., are making expected progress.

Pupil Progress Meeting cycle

The PPM cycle is a fundamentally important aspect of ongoing school improvement. It provides:

- A dialogue between teachers and leaders regarding the teaching and learning of individual cohorts
- Opportunities for leaders to assess the ongoing impact of various elements of teaching and learning across the school
- A means to identify areas for further development for teachers and learners; including common barriers or areas of particular success
- A means to address areas of commonality (eg. Particular issues for different cohorts) or areas requiring a more individualised approach (for example, a particular pupil having a particular barrier)

There are two types of Pupil Progress Meeting:

1. Data-based termly meetings, focused on the results of each data drop
2. Half-termly checkpoints- reviewing actions agreed at prior meetings and providing a more qualitative analysis of teaching and learning.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy
- This policy will be reviewed in full by the Governing Body on a yearly basis.



Appendix 1

September 2016

St Margaret’s Assessment System

Assessing objectives

- Children are to be assessed against objectives from NC2014.
- A child will be assessed as being EMERGING, DEVELOPING, SECURE or working at GREATER DEPTH in different curriculum objectives.

Term	Definition
Emerging	Child can attain this at the point of teaching with support
Developing	Child is starting to apply independently, with some errors
Secure	Child is applying independently in different contexts
Greater Depth	Child is applying and using creatively in a range of contexts

Summative Assessment- Attainment Grades

- The school will utilise the assessment system of “LOW, MID, HIGH” to assess where a child is within their year group.
- A typical Year 4 child would be expected to take this journey to be on track for age related expectations:

<i>On entry to Y4</i>	Y4 Autumn	Y4 Spring	Y4 Summer
Y3High (Year 3 High)	Y4Low (Year 4 Low)	Y4Mid (Year 4 Middle)	Y4High (Year 4 High)

How are these attainment grades calculated?

- As we believe that certain objectives within the curriculum are more pertinent to a child’s development in the subject, we have prioritised them within the curriculum. We would still expect the whole of the curriculum to be covered.
- These objectives are taken from the NAHT list of KPIs (Key Performance Indicators). As our assessment system continues in its development, we will add particular objectives that we feel are needed by the learners of Saint Margaret’s Academy.
- At the end of the year, for a child to be on track, we would expect them to be SECURE in all of the KPIs for their particular year group. If a child is SECURE in all of the KPIs, they would be a YearGroup High.



Assessment Schedule

- To calculate the expected attainment for the end of the term, staff would calculate using the following formulae. **However**, it is important to note that the delivery of the English and mathematics curriculum differ slightly. Therefore, the way we calculate the attainment scores for mathematics and English will differ slightly for autumn and spring term (yet the end points would remain the same).
- In English, skills will be covered cyclically throughout the year. Hence, the calculations are as thus:

English – reading and writing attainment grades	
Stage of development	Requirements
Low	On average, all Key Performance Indicators are emerging
Mid	On average, all Key Performance Indicators are developing
High	All Key Performance Indicators are secure

- In mathematics, some areas are covered cyclically throughout the year as children achieve mastery in them. We believe these areas to be under the domains of :number and place value, addition and subtraction, and multiplication and division (referred to as number and calculation). These areas, much like the main objectives in English, would move through the stages of emerging, developing and secure upon each term.
- Meanwhile, some areas are covered for one sequence (such as measurement, statistics and geometry) and are not revisited during the year.
- Hence, the calculation system will be developed as thus:

Mathematics- attainment grades	
Stage of development	Requirements
Low	Number and calculation KPIs are emerging. Other KPIs covered in the term are secure.
Mid	Number and calculation KPIs are developing. Other KPIs covered in the term are secure.
High	All Key Performance Indicators are secure

- If there are large gaps in a child’s knowledge, these will be directly addressed and taught; that is to say, a child may be taught objectives from a year group below theirs if need be. For example, a Year 4 child might be taught objectives from Year 3 and be assessed accordingly.

Higher attainment

- A child will not be assessed against objectives from a year group above their own. Only in exceptional circumstances would we expect a child to be assessed in the year above.
- Once a child has secured all objectives, we would expect to see them further deepening their understanding within that Year Group’s curriculum.



Assessment Schedule

- Therefore, a child will be assessed on individual objectives as working within a **GREATER DEPTH**.
- To denote this on our tracking system, a child will have the addendum of #3 added to their attainment grade. For example, a child at the end of Year 5 deemed to be working at greater depth would be denoted as “Year 5 High #3”
- Please note- a child must be secure in all KPIs before being deemed ‘working at greater depth’