



# FARNWORTH CHURCH OF ENGLAND PRIMARY SCHOOL

## ASSESSMENT POLICY

|                |  |
|----------------|--|
| Recommended by | A Fletcher & H. Whitfield (Assistant Headteachers) |
| Approved by    | Curriculum and Standards Committee                 |
| Approval Date  | 28.11.17   |
| Version Number | 1.4  |
| Review Date    | Autumn 2019  |

### CHANGE RECORD FORM

| Version | Date of change | Date of release | Changed by | Reason for change  |
|---------|----------------|-----------------|------------|--|
| 1.2     | 6.2.14         | 12.2.14         | JS         | Review cycle; change to reflect governance by Governing Body no longer IEB                 |
| 1.3     | 17.7.15        | 20.7.15         | AF         | To reflect assessment after the removal of National Curriculum levels 'life after levels.' |
| 1.4     | 22.5.17        | 29.11.17        | AF/HW      | Review cycle, updated to reflect current practice  |
|         |                |                 |            |  |
|         |                |                 |            |  |
|         |                |                 |            |  |



## ASSESSMENT POLICY

| <b>CONTENTS</b>                       | <b>PAGE</b> |
|---------------------------------------|-------------|
| 1. Policy aims                        | 2           |
| 2. Assessment aims                    | 2 - 3       |
| 3. Legislation and guidance           | 3           |
| 4. Assessment approaches              | 3 - 6       |
| 5. Collecting and using data          | 6           |
| 6. Reporting to parents               | 6 - 7       |
| 7. Inclusion                          | 7           |
| 8. Training                           | 7 - 8       |
| 9. Roles and Responsibilities         | 8 - 9       |
| 10. Monitoring and review             | 9           |
| <b>Appendices</b>                     |             |
| 1. Assessment Materials and Resources | 10          |

### 1. Policy 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. Assessment Aims

The aims of assessments are to enable:

- Teachers to evaluate the curriculum and bring the teaching closer to the learning
- 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

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   2 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



- 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 to evaluate and continually improve on the quality of provision for all pupils

### 3. 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.

### 4. Assessment approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment (assessment for learning – AfL), in-school summative assessment and nationally standardised summative assessment. Where necessary, we also use diagnostic assessment to establish specific barriers to learning.

#### 4.1 In-school formative assessment

We believe that pupils make most progress when they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. To this end, we give our children regular feedback on their learning so that they understand what it is they do well and what they need to do better (purple pen and green pen feedback).

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

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback (use of green pen to identify the child's achievement and progress within that piece of work and purple pen to denote where progress could be made in future).

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   3 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



- Regular use of self and peer assessment (use of ‘traffic light’ colours: green to indicate that the pupil has understood the objective, orange to indicate that the pupil needs some consolidation but has generally understood the objective and red to indicate that the pupil requires help with the objective as they have not grasped it. As the children progress through KS2, the children may also make a comment about the work that they have completed in a lesson, as well as the ‘traffic light’ system.)

**Pupils are involved in contributing to their short-term targets by:**

- Discussing areas of development
- Keeping targets visible to pupils
- Reminding pupils of their targets and discussing progress towards them
- Using ‘Can I?’ statements and the framing of success criteria (SC), to encourage pupils to play a role in the development of the SC.

We ensure consistency in teacher assessments by:

- Agreeing details of criteria
- Moderating within year groups termly
- Joining local authority (LA) moderation and standardisation activities
- Discussing consistency in planning sessions
- Feeding back

In the interests of securing good progress and also to ensure assessment is meaningful and manageable, wherever practicable teachers give feedback and mark work during lessons when pupils are present. This is particularly the case when a teacher is engaged with a guided group activity.

Staff indicate the level of support provided to the children during a piece of work to show progress throughout the books. This could be as simple as ‘I’ for independent work, ‘S’ for supported, ‘G’ for guided etc. This is necessary as children need to be assessed on independent work at the end of each key stage when moderated. In all other year groups, to assess a child as ‘embedded’ their work should be independent.

**4.2 In-school summative assessment**

Assessment of learning (summative assessment) involves judging pupils' performance against national standards and school benchmarks. Such assessments may be made at the end of a unit of work, of a year, or of a key stage.

**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

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   4 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

The following approaches and materials are used:

- **Start of Reception year**

Reception children undergo a baseline assessment on entry to school. We currently use the NFER baseline as this provides us with standardised scores providing continuity in methodology with the other key stages and enabling us to demonstrate improvement over a long period of time.

- **Half termly (NB See Appendix 1 for other assessment materials and frequency of use)**

- ✓ Mega maths (assertive mentoring) half termly tests are carried out.
- ✓ Spelling list for each half term from NC is tested, for each year group.

**4.3 End of year (see also Nationally standardised summative assessment below)**

- Years 3, 4 and 5                      • NFER tests in maths and reading

Through question level analysis and the identification of primary and secondary strengths and areas for development, the Key Stage 1 and 2 end of key stage assessments together with the NFER tests in years 3, 4 and 5 provide useful information for improving future learning. Likewise, standardised scores provide evidence of progress over a long period of time.

**Moderation of standards (Internal external)**

The subject leaders, in the core areas, use national exemplification materials (Y2 and Y6) to understand what children must achieve by the end of the key stage and use this to judge children’s work at this stage.

In other year groups, teachers and subject leads use the national curriculum statements to judge whether a child is at age related expectations or working below or above those expectations. The STAT grids support subject leads and class teachers with their judgements.

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials in the core areas and in-house moderation and work sampling to make judgements about the standards of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this, we ensure consistency.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

**4.4 Nationally standardised summative assessment**

**Nationally standardised summative assessment enables:**

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   5 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



- 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:**

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1 and re-test in year 2 for children who did not achieve the expected standard
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

**5. Collecting and using data**

Pupil outcomes are recorded on a half termly (minimum expectation) basis using the online STAT system. This in turn provides information that is used to monitor and support pupils' progress, attainment and wider outcomes (through the analysis of gaps in learning).

Information about individuals is restricted under our data protection policy to:

- 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

**6. Reporting to parents**

We have a range of strategies to keep parents and carers fully informed of their child's progress in school.

- We encourage parents and carers to contact the school if they have concerns about any aspect of their child's progress.
- We offer parents and carers the opportunity to meet their child's teacher in the autumn and spring terms. At the first meeting of the school year, we review the targets that the previous teacher has identified for each child and discuss the new curriculum year group targets. At the second meeting of the year, we evaluate their child's progress as measured against these targets. In both meetings the parents have the opportunity to look at their child's work and comment upon the feedback on their child.
- Toward the latter part of the summer term, we provide all parents and carers with a written report. In line with DfE Assessment and Reporting arrangements, this report includes:
  - ✓ Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
  - ✓ Comments on general progress
  - ✓ Arrangements for discussing the report with the pupil's teacher
  - ✓ The results of any public examinations taken, by subject and grade
- In the reception end of year report, parents/carers are informed of how their child has achieved against the early learning goals (emerging, expected or exceeding).

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   6 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



- Parents and carers are provided with an opportunity to discuss the report with the class teacher should they wish.

### 7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting equality and including pupils with disabilities or special educational needs.

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 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 consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

For national testing at the end of KS2, children with identified additional needs may have support in the form of a scribe, extra time, reader etc. These are applied for where necessary through the Standards and Testing Agency (STA).

### 8. Training

To support staff, we:

- Provide training in assessment processes and appropriate software
- Provide relevant documentation
- Give feedback to individuals or groups through monitoring activities
- Provide opportunities for staff to identify their own training needs through the appraisal process

Staff also benefit from our involvement in the Liverpool Assessment project. Project schools meet on a termly basis with opportunities for the Assessment leads, core curriculum subject leads and the head teacher to meet with colleagues to standardise work and for any assessment updates to be communicated. Teachers are also provided with opportunities to standardise work with colleagues from across Halton. Regular updates are provided to staff following on from these meetings either during staff meetings or via the weekly staff communication – In the Loop.

In addition, the school is part of a local cluster of schools and termly moderation meetings take place from which standards files are being developed.

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   7 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



## 9. 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 Headteacher

#### The headteacher is 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 Assessment leads (Assistant headteachers)

The Assessment leads are responsible for:

- Keeping abreast of developments in the assessment of children and cascade these to
- Encouraging and supporting the development of teachers' skills in setting and achieving individual pupil targets
- Encouraging and supporting the development of teachers' skills in the assessment of children's achievement
- Supporting the headteacher in the analysis, interpretation and communication of data regarding pupil achievement
- Monitoring the effectiveness of assessment practices across the school, through:
  - ✓ moderation,
  - ✓ lesson observations,
  - ✓ book scrutinies,
  - ✓ pupil progress meetings.

### 9.4 Teachers

The Teachers' Standards state that all teachers should make 'accurate and productive use of assessment' to:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   8 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |



Teachers are responsible for following the assessment procedures outlined in this policy so that both formative and summative assessments are carried out on a regular basis to ensure pupils within their class make good or better progress. To do this successfully, teachers must:

- Mark and provide feedback in line with the marking and feedback section of this policy
- Address gaps in learning (as highlighted on STAT) through curriculum design, quality first teaching and, where identified, intervention support.
- Record children’s application of learning on STAT
- Complete school tracking grids and combined tracking Venn diagrams to ensure pupil progress meetings are productive and formative.
- use identified gaps in learning to support the SEN plans of children identified as working significantly below age related expectations (ARE)
- Class teachers will use assessments for reporting to parents and to those involved in the next stage of education, through parents’ evenings, drop in sessions and SEN provision.

**10. Monitoring and review**

The impact of this policy on teachers’ practice will be monitored in the following ways:

- Pupil progress meetings
- Book scrutinies
- Learning walks
- Pupil voice

Each of the above are carried out at various points throughout the year with the expectation being that they reflect shared expectations within the assessment policy.

In addition, the policy will be reviewed bi-annually (or sooner to reflect changes in statute or school practice) by the Assistant Headteachers and the Curriculum and Standards Committee. Following every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy.

|                         |                                    |               |          |                |             |
|-------------------------|------------------------------------|---------------|----------|----------------|-------------|
| Policy:                 | Assessment                         |               | Page   9 |                |             |
| Author:                 | A .Fletcher and H. Whitfield       |               | Version: | 1.4            |             |
| Approved by:            | Curriculum and Standards Committee |               | Status:  | Non statutory  |             |
| Date of current review: | 22.5.17                            | Date of Issue | 29.11.17 | Date of Review | Autumn 2019 |

## APPENDIX 1

### Assessment Materials and Resources

**The following materials are used on a weekly basis to support both formative assessment and summative judgements.**

Big maths (autumn term)

Mega maths (assertive mentoring) (spring/summer terms). Used to highlight gaps and identify next steps in learning.

Grammar hammer (spring/summer terms) again, used to highlight gaps in learning and identify next steps

Big Spelling scheme - individual tests

The Accelerated Reading program is used in Years 4 and 5. This is a data rich system and enables ZPDs to be established and ongoing monitoring of reading progress to take place.