



## *High Aspirations, Moral Strength, Spiritual Depth*

### **Introduction**

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

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

### **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**

This policy refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

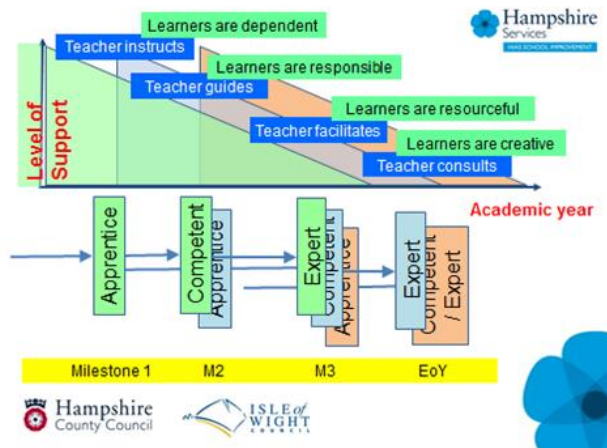
### **3. Principles of assessment**

At Andrews' Endowed, children learn through an assessment informed curriculum. We believe that a high quality curriculum delivered through effective teaching leads to high quality outcomes.

- Through being **well taught** and **given well designed curriculum opportunities** children will develop and demonstrate their resourcefulness and versatility, (in an age appropriate way)
- Our curriculum is planned to enable children to **deepen their grasp** of key ideas over time. We recognise that progress is not **linear** or **narrow**.
- This does not mean that all pupils achieve the same degree of mastery... but all pupils need to achieve at least **sufficient learning (secure)**, so that they can make successful progress through the fundamental ideas **and be securely on track for end of Key Stage**. Teachers plan to ensure that no one is left behind.

The Hampshire Assessment Model (HAM) is used as a strategic tool to capture children's attainment in English (Reading & Writing). This takes place in November, February, April and in early July (EOY). Reading, Writing and Phonics assessments inform these data drops.

It is expected that teachers assess using the Phase Model Framework at each milestone. The Phase Model supports a secure fit judgement. However, children have all year to be taught the objectives appropriate for their year group, and these can be taught in any order, according to the needs of the group.



Milestones data is captured using the language 'on track for age related expectations'. Teachers are expected to assess what children can do from the Phase objectives and to make a sound judgement that links to the Apprentice/Competent/ Expert model. If there is evidence that they have sufficient capability at each milestone, then they can be assessed as 'secure'.

Evidence is captured from the child's learning using books, dialogue with pupils, and ongoing assessments. Teachers record this individually, and Subject Leaders and Senior Leaders check the accuracy of judgements through rigorous objective scrutiny during work sampling and pupil progress meetings.

In making an assessment, teachers should refer to the exemplification material provided by the school, LA and DfE and consider the expectations for the Milestone (*identified by the terms Apprentice/Competent/Expert*).

Teachers make a decision about whether a child is below, close to, secure or beyond at each Milestone and in each domain. It is important that practitioners keep in mind that the decision is based on whether the pupil is **on track** for Age Related Expectations, it is not intended to judge whether they have already secured ARE at that milestone.

A child should only be identified as 'close to' in a domain once during the year because there is an expectation that the teacher will be able to impact on closing the gap for that individual by the next milestone. If that hasn't been achieved by the next Milestone, they should be recorded as 'below'.

At the end of the year, an evidence based summative judgement is reached:

- Children have achieved 'expert' against all objectives
  - Secure in all domains and beyond in most so met or exceeded ARE
  - Secured all of the objectives for the year group
  - professional judgement but maybe beyond in all domains
  - BEYOND
- Children have achieved 'expert' against all objectives
  - secure in all domains and may be beyond in some so met or exceeded ARE
  - Secured all of the objectives for the year group
  - SECURELY ON TRACK
- Children have achieved 'expert' in most objectives, particularly phase 1 and 2, but are competent in phase 3
  - professional judgement but likely to be secure in all domains so met ARE
  - SECURELY ON TRACK
- Children have a mixture of 'expert', 'competent' and 'apprentice' in a variety of objectives
  - professional judgment but likely to be BELOW so not met ARE

Maths is assessed on a daily basis against the White Rose Small Steps planning sequence with green (secure) or yellow (working towards) highlighting used for written work. Learning can also be demonstrated and evidenced through practical work, such as the use of manipulatives. Names of children who are 'yellow' (working towards) are recorded on planning documents daily and further support planned for them.

However, the small steps maths mastery approach aims to ensure that the majority of children can be identified and supported *within* the lesson to achieve the small step. Therefore, teachers will always have a secure working knowledge of who is working at age related expectations within their class.

Evidence is captured from the child's learning using books, dialogue with pupils, and ongoing assessments. Teachers record this individually, and Subject Leaders and Senior Leaders check the accuracy of judgements through rigorous objective scrutiny during work sampling and pupil progress meetings.

In addition, White Rose End of Term Assessments are used for Maths in December, March and July. The data from these can be compared with how each child is performing within math lessons to make a judgement about whether they are on track to be age related or not in December and March – and a final judgement in July of working Below, working Towards (WTS), working at ARE or working at Greater Depth (GDS)

NB White Rose do not provide percentage equivalents for ARE, so as a school we have set challenging levels of: <30% Below, 30 – 54% WTS, 55 - 81% ARE, >81% GDS.

#### **4. Assessment approaches**

At Andrews' Endowed CE Primary School we see assessment as an integral part of teaching and learning, and essential to inform our planned and taught 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.

##### **4.1 In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing day-to-day basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons and to give high quality feedback to individual children and groups
- **Pupils** respond to teacher feedback during the lesson and self evaluate to measure their knowledge, understanding and progress against learning objectives, and identify areas in which they need to improve

Through Day-to Day In-School Formative Assessment, we will plan appropriate interventions and Quality First Teaching to address gaps and misconceptions in children's understanding, as shown below:

| Effective Marking & Response   | Accurate 'Within Lesson' Assessment for Learning  | Consistent & Reliable Teacher Assessment   | 'Learning Focussed' Planning   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Next step marking</li> <li>• Extension / Support marking through questions or worked through examples</li> <li>• Time for children to respond</li> <li>• Integral Self &amp; Peer Assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Range of Questioning</li> <li>• Pupil Talk</li> <li>• Self &amp; Peer assessment opportunities</li> <li>• Flexible planning</li> <li>• Flexible groupings</li> <li>• Cut-away strategy used effectively</li> </ul> | <ul style="list-style-type: none"> <li>• Strong evidence base</li> <li>• Periodic Assessments used to inform planning</li> <li>• Robust Moderation practices</li> <li>• Robust pupil progress tracking</li> <li>• Timely interventions for stuck &amp; stalled pupils</li> <li>• Booster Groups: Keep Up not Catch Up</li> </ul> | <ul style="list-style-type: none"> <li>• Clear Learning Aims &amp; Success Criteria</li> <li>• Clear focus on 'Learning', including</li> <li>• Rich tasks, high quality learning outcomes</li> <li>• Effective &amp; appropriate variation</li> <li>• Scaffolding &amp; Deepening</li> </ul> |

#### 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 through verbal and written reporting

A range of 'In-school-summative assessments' are used including:

- End of year tests
- End of topic activities
- Reviews for focus groups of pupils such as SEN and vulnerable groups
- Termly monitoring of Milestones data shared and discussed with Senior Leadership Team
- Termly assessment relating to the National Curriculum age related expectations reported on HAM for Reading, Writing. Regular moderation of 'secure in ARE' takes place within Staff Teams and from the SLT. During the moderation process teachers look for evidence of each objective being achieved. Over time, school standards files are produced in order to support teachers in making consistent judgements. Moderation of Reading, Writing and Mathematics assessments takes place during Alton Schools' Cluster meetings.
- Maths assessments: Termly assessment relating to the National Curriculum age related expectations are recorded for Maths following the White Rose End of Term Assessments.

- Phonics assessment
- Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term. These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.
- Completion of Single Word Spelling Test (SWST) in September and February to identify the children's spelling age. Errors on the SWST reveal information about what a pupil knows or needs to learn – this is important since good spelling raises both writing standards and an individual's self esteem. The tests map on to a set of structured spelling lists that assist in the teaching of spelling by providing a quick and easy reference for finding words with similar visual and phonological patterns.

The use of assessment outcomes, alongside exemplification materials and professional discussion with colleagues supports teachers to reach final judgements of a child's attainment. The following guidance can help in this process:

- 'Below' – majority of learning taking place on prior year group objectives
- WTS – working wholly or largely on current year's objectives at least by end of Spring 2, although not secure in them yet

Where a child may be on the cusp between any two points, in reaching a final judgement, teachers ask themselves

- Is the judgement fair for the child, and for the next teacher?
- What support will be provided for the child if we get the judgement wrong?

#### 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:

- **Early Years Foundation Stage Reception Baseline Assessment (RBA)** completed in the first six weeks of the child's start in Autumn. (Statutory from September 2021)
- **Early Years Foundation Stage (EYFS) profile** at the end of reception. In the final term of Reception the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). (This is currently under national review)
- **Phonics screening check in Year 1.** This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

- **National Curriculum tests and teacher assessments** at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

#### End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) – currently optional in schools
- Mathematics

#### Year 4 Multiplication Check

#### End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics

KS2 outcomes in Writing and Science are informed by Teacher Assessment.

### **5. Collecting and using data**

At the end of KS1 pupils are given a Teacher Assessment outcome for Reading, Writing and Mathematics. These outcomes are informed by the results of the tests the children have taken. The Teacher Assessment outcomes are reported to Parents in the annual school report.

At the end of KS2, Y6 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. These scores are reported to Parents in the annual school report.

We use these results to benchmark our school's performance against other schools locally and nationally. The SLT makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

### **6. Reporting to parents and carers**

Parents are given an in-depth report at the end of the Summer term.

At the end of the Reception year parents are given a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of the Reception year to discuss the Profile. The report is specific, concise and identifies appropriate next steps.

Parents of children in Year 1 receive the outcome of their child's Phonics Screening Check, being notified whether their child has met the standard or not, and what provision will be in place in Year 2 for pupils who have not yet met the standard.

In the report for Key Stage 1 and Key Stage 2 children, children's learning is described according to how securely they have learned the curriculum for their age that year. Achievements in all

subjects form part of the written account of the child as a learner and focuses on the child's learning behaviours. Opportunities for discussing the report with the pupil's teacher are provided at the end of the school year.

Parents are also kept up to date with their children's progress during Parents consultation evenings, held twice a year, where children's work, achievements and next steps are discussed.

## **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. Training**

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work. The SLT plan these termly in accordance with the School Strategic Plan. Outside training providers are also used. Members of the teaching team attend all relevant courses to stay up-to-date with current practice and this information is then disseminated to the rest of the teaching staff.

## **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 and offering support and challenge where appropriate

### **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 Teachers**

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

## 10. Monitoring

This policy will be reviewed every three years by the SLT. At every review, the policy will be shared with the governing board.

School Leaders are responsible for ensuring that the policy is followed.

They will monitor the effectiveness of assessment practices across the school, through activities such as moderation, lesson observations, pupil conferencing, book scrutinies, and pupil progress meetings.

### Control Box

|   |             |                            |                        |
|---|-------------|----------------------------|------------------------|
| <b>Version</b>  | 1           | <b>Date/Effective from</b> | Summer 2021            |
| <b>Author</b>   | Maria Lloyd | <b>Review Date</b>         | Summer 2024            |
|   |             | <b>Responsibility</b>      | Senior Leadership Team |
| <b>Associated Policies, Documents, Agencies:</b> <ul style="list-style-type: none"><li>• Curriculum Policy</li><li>• Early Years Foundation Stage Policy</li><li>• Marking and Feedback Policy</li><li>• Teaching and Learning Policy</li></ul> |             |                            |                        |