Believe ~ Learn ~ Grow

LYDIARD MILLICENT CE ACADEMY

RIDGEWAY FARM CE ACADEMY

ASSESSMENT POLICY

Member of staff responsible	Laura Gibbard
Committee responsible	LGB
Date agreed with staff	December 2018
Date discussed with pupils	December 2018
Date approved at Governing Body	December 2018
Frequency of policy review	Tri-ennial
Date next review due	December 2021

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	18/12/2018	Original policy (for Lydiard) re-written in light of changes to assessment procedures and to represent both schools.

This policy for Assessing, Recording and Reporting Pupil Achievement adheres to our agreed principle that the prime purpose of these processes is to support effect teaching and learning for all pupils in the school. Enabling the children to believe in themselves, to support them in demonstrating their learning and assesse their growth. It is to reflect our vision that all children can achieve and we will support them in this. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

<u>Aims</u>

- Ensure that teachers are equipped with the full range of methods to enable them to be fully informed about pupils progress and the next steps in learning

- Make explicit the expectation for teachers so that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need.

- Ensure that an appropriate amount of time is allocated for essential and impactful recording and reporting activities without a negative impact on teacher workload.

- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil attainments and progress annually and at the end of each Key Stage are met.

- Ensure this policy and teaching and learning keeps at its core our vision that children will Believe, Learn and Grow, as learners and citizens.

Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:

- Providing the evidence to demonstrate clearly the attainment and progress of pupils

- Keeping parent/carers fully informed of pupil attainment and progress

- Enabling the leadership team, Local Board and DBAT central team to make judgments about the school's effectiveness

- Informing OFSTED inspections and other external observers.

Summary of the main points:

- As a Multi Academy Trust, we have chosen to fully adopt the Programmes of Study in English, Maths and Science from the National Curriculum. We then have the freedoms and flexibility to augment this curriculum for our community and local context;

- We are adopting approaches in which higher attaining children deepen their understanding of content from their year group rather than moving to 'higher levels' or content from the following National Curriculum year group;

- As the DfE have left it to schools to decide how best to measure the progress and attainment of children throughout their time at school, we have used this as an opportunity to collaborate with DBAT and other schools to develop a high quality approach to assessment.

Procedures

Our assessment information and the recording of our assessments are detailed as follows:

Year 1 and 2

- For Year 1 and 2, we have decided that objective based tracking provides the best bridge between the EYFS profile and the Year 2 teacher assessment which are supported by the statutory end of Key Stage Standardised Assessment Tests.

- We have crafted a range of statements that exemplify the Key Performance Indicators in terms of Age-Related Standards (ARS) for each year group in reading, writing and maths. These help us with both planning and recording of our assessments.

- We record the progress that children make against these standards regularly in order for us to identify gaps in learning and to plan next steps.

- We call the record sheets which contain the standards the Key Objective Sheets. The standards within the grids identify the checkpoints which a child needs to mast, to be secure with that year group curriculum content. DBAT schools have created their own standards which reflect our academy's needs and aspirations.

- The Key Objective Sheets record whether the child has been taught the standards and understand it fully (Y) or has been taught the standards and not understood it (N). For those children who have understood the standard and 'gone deeper/ with a more in depth understanding through tailored teaching approaches, they will be recorded as (D) on the grids.

- For writing in Year 2, the teachers use the key objectives sheets based on the current teacher assessment frameworks.

- Year 2 teachers also use the previous year's SATs paper to support their assessments.

Year 3, 4, 5 and 6

- Teachers make DATE assessment which summarises their knowledge of each child's attainment.

- Our curriculum schemes of work include year group age related standard learning objectives. Teachers monitor pupil's progress towards these learning objectives within and across lessons using a range of evidence. Our teaching and learning policy sets out our best practice expectations for how these ongoing assessments are used to check children's progress and inform teaching. These include:

  - Sharing learning objectives

  - Sharing success criteria and toolkits

  - Checking and marking children's recorded work

  - Giving effective feedback to pupils (verbal and written)

  - Setting personalized targets

  - Organizing self and peer assessments

  - Proving regular 'growing green' time

  - Setting assessment tasks and tests

  - Providing 'top up' sessions

  - Planning differentiated activities which are matched to the children's learning needs

  - Using effective questioning and probing to elicit understanding and or misconceptions

  - Providing targeted small group and individual teaching to address misconceptions and next steps

  Teachers are required to make recording of these assessments in ways which have a positive impact on teaching and learning without excessive workload. These include annotations and jottings on teaching plans.

- These formative assessment judgements are then used to inform teacher targets and assessment four times a year;
  - Term 1 – end of year targets

  - Term 2 and 4 – end of year projections of pupil attainment

  - Term 6 – end of year actual attainment

- Assessments are made for each pupil for Reading, Writing, Spelling Punctuation and Grammar and Mathematics. These assessments are recorded on the DBAT mark sheets on SIMs assessment manager.

The following terms are used to describe children's attainment:

D	Deepening Age Related Expectations – Has met all of the ARE and is able to apply this independently in a range of contexts
A	At Age Related Expectations – Has achieved most of the ARE individually
T	Working Towards Age Related Expectations – Has achieved some of the ARE with support and individually
E	Working at an Earlier stage of development – Has not achieved the ARE of the year group with which they are in.

For children who are working at an earlier stage in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group. This will be recorded as follows:

E1 – working towards the ARE of the year group 1 year before

E2 - working towards the ARE of the year group 2 years before

E3 - working towards the ARE of the year group 3 years before

E4 - working towards the ARE of the year group 4 years before

Etc.

The class teacher and the school SENCO will have a clear and defined understanding of progress at the appropriate level, using local moderation and national benchmarks.

Children on the SEND register, where agreed with the SENCO, will be assessed using P levels or equivalent (isn't something new coming in…?).

Other assessment information

To support the judgements made above throughout the year and at the end of the year, we will used the following support materials, in addition to the information gained from children's work and the key objective sheets.

Judgements entered onto the Key Objective Sheets throughout the teaching process and the reviewed prior to entering DATE assessments onto SIMS mark sheets in term 2, 4, and 6. Dates are set for these SIMS entry points and are referred to as 'Data Drops Deadline'.

Reading	Frequency
NFER Standardised Assessments – we don't do this	3 x a year - Term 2, 4 and 6
NFER Reading Age Assessment?? Is that what you mean in the above box – twice a year?	
KS SATS test	3 x a year - Year 2 and Year 6 only
Teacher assessment	Weekly in shared, guided and 1:1 reading

Writing	Frequency
Teacher assessment	Daily during teaching and feedback
Moderated writing	Termly moderation CPD
Cold and Hot writing tasks	One per T4W unit

Maths	Frequency
White Rose Hub Assessments	3 x a year – all year groups
KS SATs tests	3 x a year – Year 2 and Year 6 only
Teacher assessment	Daily during teaching and marking

SPAG	Frequency
KS SATs tests	3 x year - (Year 6 only. Y2 once a year)
Teacher assessment	Daily during teaching and marking

Reception, Year 1 and 2 ONLY

Phonics	Frequency
Phonics tracking	Termly
Teacher assessment	Daily during floppy phonics lessons

Writing

Children build up a 'portfolio' of assessed independent work over the course of the year in the form of their end of unit 'hot tasks'. Teachers can refer to collated exemplified materials to support

their assessment. Teachers use these ongoing assessments of children to inform their term 2, 4 and 6 DATE assessments.

Pupil attainment analysis and reporting

In line with the data entry (three times per year) there will be a high level summary of the data. It shows each year group attainment in reading, writing and mathematics, cohort and group level. This ensures consistency of data analysis and allows for Trust challenge and support. The group level analysis reflects the current focus of the DfE Analysing School Performance (ASP) and the Ofsted Inspection Data Summary Report (ISDR). Currently these place a high priority on Disadvantaged children and Prior Attainment Group (low, Middle, High). Given our context, our immediate end of KS2 aim as a school is for children to make better than national average progress across each key stage than their national comparator prior attainment group and a higher proportion of pupils in that group achieve the expected standard. Our long term goal is to have a higher proportion of children achieving Age Related Expectations at the end of KS2 than the national average. – can this go into a policy?? It will quickly be out of date.

The high level summary is presenting in the form a grid of data and performance analysis report (a series of tables with commentary). These are generated as reports run within the SIMS assessment module.

These reports form the basis of performance discussion with the leadership team, teaching team, Local board and DBAT.

It is essential for anyone examining the Age Related Expectations – somewhere else in here it says Age Related Standards… to fully appreciate that progress across a key stage and year could see the 'On Track' % figure remaining static, which indicates good progress. For example: A child is middle attaining at the previous Key stage and continues to be middle attaining at the end of the key stage.

Also,
Term 1 – 70% of pupils 'On track' to meet ARE
Term 3 - 70% of pupils 'On track' to meet ARE
Term 6 – the same number of children continued to work at the same pace, so 70% of pupils meet ARE.

The data analysis will include variance in the % 'On Track', term by term. However, analysis needs to be treated with caution, as the % of 'On Track; could be different combinations of children in different terms. Therefore, pupil level data analysis is a key component of our robust data analysis process – this data and analysis is managed by each Academy.

Pupil Progress Meetings (PPMs)

The principle review of pupil level attainment and progress takes place within Pupil Progress Meetings which happen four times a year.

Term 1	Set and agree individual pupil targets
Term 2	Review current projections and agree targeted teaching programme for identified children
Term 4	Review current projections and agree targeted teaching programme for identified children
Term 5/6	Agree end of year attainment and agree targeted teaching programme for identified children

Teachers populate a simple matrix which identified children's prior attainment and current end of year DATE projection. Teachers use this to identify children causing concern and, as a teaching team, agree targeted teaching strategies to further accelerate progress and improve attainment.

PPA and staff meeting (would suggest removing that first bit) time is given to prepare for PPMs. The PPMs are held with the Deputy Principal and other members of the SLT.

Accountability
Teachers' DATE individual targets and assessment forms the basis of the Pupil Progress Appraisal target. These are aggregated to inform the Appraisal targets for team leaders and the Senior Leadership Team. This isn't quite true, what about "All teaching staff have targets linked to the School Development Plan and raising standards".

Reporting to parents and carers
Parents' evenings or open drop in sessions are held in term 1, 3 and 6 and follow the Pupil Progress Meetings – this isn't quite true in Term 6 and wouldn't appear in print anywhere…. Teachers populate a simple overview current of DATE attainment projects, standardized and scaled scores and learning targets which act as a guide to discussions.

Report to Local Board
The Local Board is responsible for overseeing pupil attainment and progress. The performance analysis reports are presented to the Local Board in Terms 2, 3, 5 and 6 I think it is… Terms 1, 3 and 5 with some provisional data analysis being presented in Term 6 following the data drop deadlines.