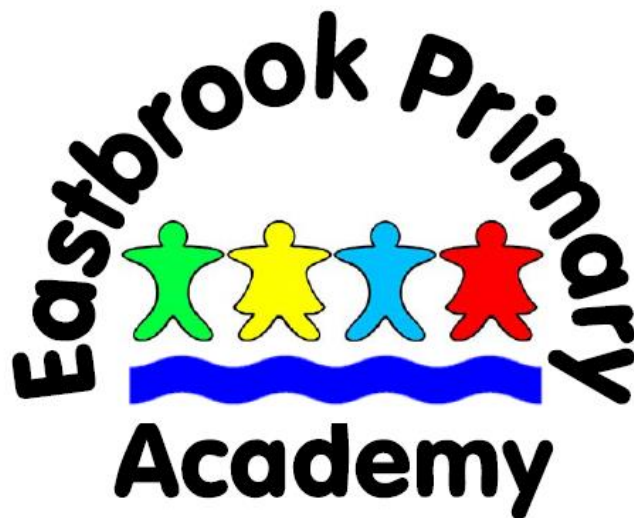


Assessment Policy



Lead Person	Natalie Naylor
Reviewed	January 2022
Next Review Date	January 2023
Signed – Governor	Jenny Holter
Signed – Headteacher	Natalie Naylor

Eastbrook Primary School

Policy Statement

At Eastbrook Primary Academy we believe that assessment provides the basis of informed teaching; ensuring that current learning builds upon prior learning and prepares for future learning.

Formative assessment

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Summative assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Aims and objectives:

- To raise the standards of achievement throughout the school
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To maintain accurate records of the progress and attainment of individual children and cohorts of children
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To provide regular information for parents that enables them to support their child's learning
- To provide information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials to inform their assessment of progress and attainment for individual pupils and groups. These include:

- analysis of children's work in books against assessment frameworks
- notes from pupil observations
- videos of practical work
- reading records
- results of class tests/published tests
- on-going focused marking
- progress towards end of year Milestones

- standardized reading and spelling tests
- comparison of pupil's work against exemplification materials
- 'in the moment' marking with a child

Additional specialist assessments may be undertaken by the SENCO and/or outside agencies as part of the process for identifying and planning provision for pupils with special needs

Results of published tests are used to inform teacher assessments.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- self-evaluation encourages the child to explain how they view their work in relation to the learning objective.

Moderation

Regular moderation of teacher assessment takes place each half term to ensure consistency. In addition to moderating in year groups, phase groups and as a school, the REAch2 schools in Sussex meet to analyse children's work against the National Curriculum or Early Years Foundation Stage Profile (EYFSP). The school also participates in moderation with other local schools.

Assessment and Reporting in the Foundation Stage (See EYFS Policy)

Assessment is carried out through a mixture of informal observations, interaction with the child and through regular discussion with all staff. Children are also assessed during adult focused activities against the objective for that activity and observed when working independently both indoors and outdoors.

On entry and at the end of each half term, children are assessed against Development Matters age related expectations; this is recorded on the school's tracking system 'O-track'. The Early Years Foundation Stage Profile is completed at the end of the Reception Year. Staff completing the profile attend annual moderation meetings.

Observations: these are spontaneous 'capture the moment' observations. Teachers and Early Years Practitioners document what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. Observations are used to provide evidence to assess against the Foundation Stage Profile. This process is now completed electronically using I-pads and a program called 'Tapestry'.

Journals: are folders with exemplar pieces of work mainly completed independently by the children. These are constructed with the children. They provide key evidence in support of the profile points, which in turn provides a record of attainment for each child.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified and are discussed with the children in developmentally appropriate terms.

Assessment and Recording in Key Stage 1 and 2

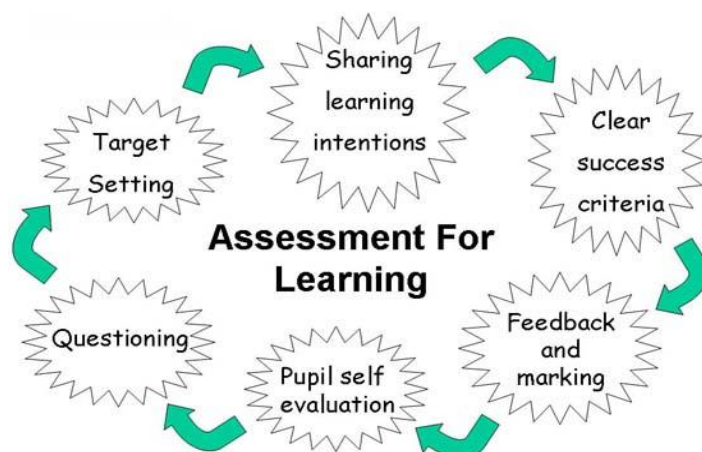
- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success

criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

- Teachers use non-negotiable End of Year Milestones (based on the National Curriculum) to record progress and to identify next steps for learning in reading, writing and maths.
- Pupils are tested throughout the year in reading and maths as part of the assessment process to identify progress and gaps in learning. These tests may be based on previous SATs papers, past phonics screening papers, Rising Stars Assessments or end of term White Rose papers.
- The SEN Register and ILPs ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- At the end of each half term, teachers record each pupil's attainment and progress in reading, writing and maths on a tracking programme called O-track.
- Tracking grids for reading, writing and maths are kept by each class teacher, which are passed on to the receiving teacher at the end of each academic year.
- Half-termly Pupil Progress meetings are used to identify and analyse progress and set targets, in reading, writing and maths for individuals, classes and cohorts. O-track is used by teachers and members of the SLT to analyse data and inform these meetings.
- Pupils are assessed in Foundation Subjects according to age related expectations. This means that challenge can be incorporated into lessons for the more able pupils and additional support provided for those children who are working below age-related expectations.

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.



Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Reporting

Parent Consultation Meetings are held twice a year with an optional meeting in the Summer Term. Verbal reports on pupil assessment and progress are given during these meetings.

Individual Pupil Reports are written every term. These are sent home prior to Parent Consultation Meetings. The school retains a copy of the reports on the pupil's file. Targets to support future learning are included. In the Summer Term there is a separate form for pupil and parent comments.

Individual Learning Plans (ILPs) are written for children with particular needs. These take account of any advice or information given by outside agencies. Outcomes are set and the actions needed to achieve these are determined. Outcomes and Actions are evaluated and reviewed to monitor impact. Assessment is central to the process and determines the next stage in the pupils learning. Education, Health Care Plans are reviewed annually. These reviews involve the parents/carers, class teacher and SENCo. External agencies are invited where appropriate.

Assessment materials, tools and tests:

Reading	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Videos of pupils reading/answering questions • Reading Records • Running Records • Phonics assessment materials • Teacher planned comprehension tests/activities • Phonic phase assessments • Termly reading tests • Pupil questionnaires/discussions
Writing	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes) • Results of class tests (e.g. weekly spelling tests, half- termly grammar tests) • Pupil questionnaires/discussions

Maths	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Videos of pupils reading/answering questions • Results of class tests (e.g. tables tests, arithmetic tests) • End of term White Rose tests • Half-termly tests in year 6 based on end of Key Stage tests • Pupil questionnaires/discussions.
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Understanding Early Years scores

On entry to Reception, pupils are assessed and scored according to the Early Years Profile. Pupils not achieving a Good Level of Development (GLD) at the end of the year will continue to be assessed from the Early Years Profile until they are ready to access the National Curriculum.

Understanding Assessment Without Levels

Each half term pupils will be assessed against the end of year Milestones. These have been agreed by all of the REAch2 schools and are based on the National Curriculum expectations for the end of each Key Stage.

In the Autumn, Spring and Summer Term the following judgements will be used:

WT = *Working Towards the Expected Standard (receiving additional support as currently working below age related expectations). O-track code: W*

EXS = *Working at or within the Expected Standard (on track to comprehensively attain the skills, knowledge and understanding of the expected standard by the end of the year). O-track code E*

EXS+ = *Working at or within the Expected Standard (on track to comprehensively attain the skills, knowledge and understanding of the expected standard by the end of the year). O-track code E+*

GDS = *Working at or within the Greater Depth Standard and now applying these in greater depth in a range of contexts to extend learning. O-track code G.*

At the end of the year the following judgements will be used:

Children who have reached the expected standard for their year group will be given either E, E+ or G

Children who have not reached the expected standard for their year group will be Working Towards

W = *Working Towards, which means currently working below age related expectations*

#W = *Working below their chronological year group within the same key stage but on the previous year's KPIs.*

*In-line with DfE guidelines the school is currently using the interim assessment guidance for making teacher assessment judgements in Years 2 and 6. In addition Year 6 SATs results will be shared with parents using the terminology in the relevant DfE guidance.

Appendix 1: Marking Guidance

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking:

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should

be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next step information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking

At least three times a week, teachers should write a comment and next step on the children's work in literacy. The staff have also agreed marking expectations for all other subjects.

The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the pupil's book (OFG – Oral feedback given), along with the next step.

Children should be given the opportunity to look at and respond to the teacher's comments in an age-appropriate way.

Writing

Focused marking of children's writing should relate to either the specific learning objective (communicated through 'TBAT...' statements), or the assessment target for each child.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected and children should be given an opportunity to practise them.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the 'next steps' needed to enable them to make further progress. It should enable the teacher to identify misconceptions in pupil's understanding, which should directly inform planning, either as an individual, group or cohort.