



# ASSESSMENT POLICY

Version: 1

Date: May 2024

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## Policy Statement

This policy was written in May 2024.

This statement of policy was approved by the Governing Body at their Summer Term 24 meeting

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Chair of Governor's Signature

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Name

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Headteacher's Signature

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Name

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(Date)

Assessment at Albrighton is purposeful and gives an insight into pupils' knowledge and understanding, allowing teachers to plan for future lessons and set realistic, yet challenging targets. It also measures better than and expected progress. Assessment is carried out daily through formative and summative methods to provide clear information on children's understanding of key concepts, substantive and disciplinary knowledge, and to ensure the application of these. Assessment may look very different from one child to the next, as all children have different starting points and varying needs that may need to be considered.

### **What should good assessment look like?**

The overriding principle of good assessment is that it should be clearly tied to its intended purpose.

The three main forms of assessment at our school are:

#### **1. Formative assessment-**

Formative assessment allows teachers to know whether children's knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. Teachers will be looking for whether a pupil has been able to demonstrate application of with increasing independence or confidence. Teachers will then communicate findings with the children, explaining what they need to do next. This might be done orally or through marking. These assessments aid children in embedding knowledge into the long-term memory, concepts are revisited frequently throughout a year and across key stages to ensure that children are given the opportunity to retrieve this knowledge regularly in a variety of ways. Formative assessment is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day, lesson to lesson basis and to tailor teaching accordingly. This can include probing questions, through retrieval practice activities e.g. low stakes quizzing and recap questions, specific assessment for learning activities and scrutiny of work.

#### **2. Summative assessment-**

Summative assessment will be used to provide information to parents, provide the senior leadership team with data so that they can identify 'headlines' for the school, and in turn inform the strategic plan for the school. The assessments will also provide information on how secure a child was/is in their knowledge of the curriculum, which informs teachers' planning and enables schools to evaluate how much a pupil has learned at the end of a teaching period. This is termly at Albrighton. Assessments made throughout the year will be fed back to parents through parent consultation meetings and the annual report. In the annual report, we also consider the progress a child has made based on their starting place; this might highlight to parents that although their child is not working at the national expectation, their child has made exceptional progress. At Albrighton we use the NEFR tests from the end of year 1 onwards for reading and maths. In KS2 we also use the SPAG NEFR tests.

The senior leadership team will evaluate data collected termly and conclude in reports considering:

- starting points of all children
- different groups of children
- progress
- attainment
- comparative data
- impact on school development plan
- CPD needed within school meet with SLT in termly pupil progress meetings to discuss the above for all children.

Children with Special Educational Needs or Disabilities (SEND) are assessed regularly for progress towards their personalised targets identified in their Individual Educational Plans (IEPs), as part of our graduated approach to SEND. This review is held formally 3 times per academic year but should be considered as

'continuous and ongoing'. Termly NFER tests will be used as part of this review, only if appropriate and accessible to the pupil.

**3. Nationally standardised summative assessments-** used by the government to hold schools to account.

#### **What will good practice look like?**

Assessment will directly evaluate pupils' knowledge and understanding of curriculum requirements. This evaluation will be evident in planning, children's books and in lessons through questioning etc. Teachers can identify any gaps in learning, and this prompts the teacher to consider immediate intervention and/or future learning and teaching approaches. When children have recalled the skills taught and are able to apply them in their learning, they are deemed to be working securely at their age-related expectation. The children will go on to develop their fluency and application within the curriculum before the next year's objectives are considered. We have developed a 'mastery' approach to learning so that all children are given the opportunity to apply their knowledge in different contexts and explain their understanding to others. Teaching and assessment continually reinforce each other and generate continuous improvement.

#### **Children's self-assessment.**

The children will use their success criteria to evaluate their work, stemming from the lesson objective, giving them an insight into how successful they were. On occasion, it may be appropriate for the children to set their own criteria, thus empowering them in their learning. At times, the children will also be asked to peer assess against criteria to evaluate the piece of work. The children will identify what has been done well and any development that is needed. This peer assessment begins in KS1 so that the children become more purposeful with their comments as they move through school. Across the curriculum, children are encouraged to reflect on their own development and progress, comparing their current work with that produced.

#### **Key assessment strategies used in literacy:**

At the start of any unit, the children develop their understanding of a genre type by learning about its key features. Children learn to use these key features throughout the sequence of learning. The children may have some ownership of their success criteria through self-assessment. Teachers assess children's progress against the success criteria as part of our feedback policy. At the end of the unit, children will complete a final independent piece of writing to demonstrate their progress. This writing should feature all the skills that have been taught over the duration of the unit. Self-assessment against a writing checklist will help children to see what they can do well and what they need to develop. Teachers moderate writing every term in phase groups as well as sharing a sample at a cluster moderation meeting with local schools. Teachers use the assessment grids for Reception, Years 1, 2,3,4, 5 and 6. Teachers assess a sample of greater depth, expected and pupils not achieving ARE. An assessment sheet would not be needed for every pupil providing that teachers are confident that pupils are working at the expectation and can evidence this if needed. These grids can be found in the English folder.

Phonics assessments are carried out regularly using FFT assessments. For both reading and SPAG we use the NFER assessment tests termly from year 1 upwards. Year 1 do not begin their NFER testing until the Spring term. The results from these are tracked and analysed by teachers and SLT. Children new to school are assessed using FFT for phonics and reading within the first few weeks of arrival.

Spellings are assessed weekly through testing a test number of words learnt plus a selection of words from the same rule or pattern which have not been taught previously. This ensures pupils can apply their understanding.

**Key assessment strategies used in numeracy:**

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.

Interventions, often same day, are planned (in addition to Maths lessons) for those children who are working below expected levels enabling them to make rapid progress.

Teachers plan for end of unit assessments, distanced from initial teaching to ascertain what the children know and remember.

To support teacher judgments, children are assessed using NFER tests in line with the national curriculum for maths on a termly basis.

Assessment results will impact on future teaching as well as supporting the identification of children requiring intervention.

**Key assessment strategies used in science:**

Before starting any new unit, children are asked to share what they already know about that subject. This knowledge gets added to throughout the unit to ensure the recall and retention of that knowledge. Science lessons are planned to ensure that there is overlearning of key knowledge.

End of unit assessments are planned into the timetable throughout the year, carried out a few weeks after the unit has been completed. These assessments form the basis of future planning for current and future teaching of that child.

**Key assessment strategies used in physical education:**

Both class teacher and in house Sports Coach assess children in physical education. Children are encouraged to challenge their personal bests at various times throughout the year. Each lesson, children are assessed against three fundamentals of physical education: performance, social/development, and competition. At the end of any unit, children take part in a 'game play' situation to showcase skills learned through the unit.

**Key assessment strategies used across the curriculum:**

Lessons across the curriculum will include a recap, a retrieval or assessment for learning activity/activities allowing teachers to assess children's prior knowledge before moving onto more complex concepts. Progression documents, which clearly state the knowledge and skills that children need to develop are used as working documents, allowing teachers to annotate and write notes about progress for the whole class or individual children, and these are then passed onto the next year group to support with their planning.

To support children knowing more and remembering more:

**Knowledge Flashback** at the start of a new topic. What do we know already? (Goes on walking wall or saved to share at later lessons) Include what questions children would like to find the answers to. Could be a KWL, knowledge dumps or mind map etc.

**Weekly flashback at the beginning of a lesson**– What did we learn last week?

**Checkback** – What have we learned today? (Added to mind map in a different colour each week on working wall. If subject doesn't have a working wall this will need to be either on flipchart page or on the active board).

**Knowledge check points** ½ a term after learning.

**Arrangements for the governance, management and evaluation of assessment**

The headteacher and deputy are responsible for ensuring the assessment policy is maintained and followed. With feedback from teaching staff on everyday classroom practice, the senior leadership team are responsible for monitoring the effectiveness of assessment practices in the school. The policy and practices

will be deemed effective when we have reliable robust data that can be used to form accurate judgements on progress and attainment.

To ensure judgements are accurate throughout school and across year groups we have in school moderation meetings and school cluster moderation (local primary schools) at different times within the year. This gives teams a chance to analyse evidence and confirm judgements made.

School data is shared termly with governors and link governors carry out learning walks and discuss assessment as part of subject leader talks.

### **How is the data used?**

The data collected will be used in the following ways:

- To inform future teaching.
- To identify vulnerable children/ groups.
- To check progress and attainment of all children.
- To inform future CPD.
- To be used as a discussion point in Pupil Progress meetings, where each child's progress is a focus.
- To inform intervention planning.
- To provide evidence for Performance Management.
- To provide governing body with a clear picture of school achievements, attainment and progress.
- Some data will be sent to the government.

Data is collected at three set times of the academic year. Assessment data will be used by SLT to inform the school development plan and to evaluate performance management targets set. Data will be shared with the SENCo and Pupil Premium lead as a means of identifying any children that may require additional support. Data will be inputted into FFT (online data system) for SLT to use and for teachers to track progress.

### **Arrangements for ensuring teachers are able to conduct assessment competently and confidently.**

The headteacher and senior leadership team will ensure the staff are kept up to date with developments in assessment practise through appropriate CPD, staff meetings or PD days. There are a number of rigorous systems in place, which allow the senior leadership team to look at and monitor assessment practises within school. Lesson visits form part of this evidence base as do book looks and pupil voice discussions. In lesson visits, the observer will be looking for methods of AfL and will be able to see how the teacher questions the children to elicit their understanding. Is the thinking and learning moved along using rich questioning? When SLT carry out book looks alongside the staff member, they identify if a child is working at an appropriate level and what progress is being made. The books build a picture as to whether misconceptions are being picked up and if the teaching sequence shows clear progression but also readdresses learning when needed. Pupil voice discussions allow teachers and leaders to check if knowledge has been embedded in children's long-term memory. Are children able to articulate their learning, explaining their knowledge about a concept that they did not have before teaching and learning took place?

Following any assessment course and/or updates, any new information will be shared in SLT and a decision will be made as to whether a whole school staff meeting is needed or if it can be disseminated in team meetings.

### **How are our judgements moderated?**

To ensure consistency and accuracy in our judgements, time is taken to moderate assessments. Staff and Phase meetings are set aside for moderation, where teams of teachers sit down with books and look for the evidence to suggest they are working at the given level. Comparisons between parallel classes and teachers are made to ensure accuracy and consistency in judgements. Cluster moderation with local schools help to compare and finalise judgements. Subject leaders work with staff to moderate work across the school.