St. Edward's Church of England Academy

ASSESSMENT POLICY

Written: October 23

To be reviewed: October 24

The Vision for Education at our Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here…

…we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

"Be strong and courageous. Do not be afraid; do not be discouraged for the Lord your God will be with you wherever you go."

Deuteronomy 31:6

"I no longer call you followers,' 'Instead I have called you friends."

John 15:15

"Show proper respect to everyone"
1 Peter 2:17

Aims of this Policy:

- 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

Key Principles

Our policy on assessment has at its core a number of principles:

Purposeful

- Assessment is at the heart of teaching and learning
- Assessment objectives set high expectations for learners
- To be intrinsically linked to the subject's substantive and procedural knowledge
- Indicate success of curriculum intent and implementation
- Knowledge-rich pupils
- Linked to components and composites of the curriculum

Cumulative

- To layer knowledge and check for understanding over time
- Builds on knowledge
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- Assessing small steps
- Regular review and scaffolding

Flexible

- To prompt pupils to think hard and create opportunities to check depth of understanding
- Spaced retrieval practice
- Allow time for revisiting prior knowledge
- Aligns to individual subjects

Regular

- To develop powerful habits of knowledge recall and application in different contexts across the curriculum
- High challenge, low stakes and frequent
- Developing organisation of knowledge
- Promote transfer of knowledge

Reliable

- Assessment provides powerful information to guide teaching and learning
- Highlight knowledge gaps and misconceptions
- Develop metacognition and self-regulation for pupils
- A powerful tool for reviewing and re-teaching

Key Approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

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

Formative assessment is the use of day-to-day, often informal, assessments to explore pupils' understanding which enable the teacher to decide how best to help pupils develop that understanding. Any assessment can be used formatively; it is what the teacher does with the assessment and how teaching and learning is adapted which makes it truly formative. At St. Edward's, we use 'Checking for Understanding' strategies in order to carry out formative assessment. This involves the feedback loop of teachers gathering evidence about pupils' learning by:

- observing;
- listening;
- questioning;
- discussing; and
- reviewing their work in progress.

This feedback is often immediate and intended to inform changes the teacher can make to the sequence of instruction so that their lessons are more effective. At the same time, teachers provide feedback to the pupils to identify progress and gaps in learning (including individual support needs) and misconceptions.

Checking for Understanding takes place during day-to-day classroom practice and while pupils are engaged in learning. It also gives pupils an active role in the assessment process. Pupils work with the teacher to determine what is being learned and to identify the next steps against appropriately challenging success criteria which can be facilitated through peer, or self-assessment.

Both pupils and teacher then use the feedback to improve the learning. The feedback includes information on:

- how the pupils are learning, their knowledge skills and understanding their progress;
- the nature of their understanding; and
- the difficulties they are having in terms of gaps in knowledge and misconceptions

In Paul Black and Dylan Wiliam's study Inside the Black Box, they explain assessment is only formative when:

it is an integral part of the learning and teaching process; and assessment evidence is actually used to:

- modify teaching to meet the needs of pupils;
- and improve learning

This approach is a key feature of our Feedback and Marking Policy.

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 across a period

Each class teacher is responsible for completing a range of subject specific core assessments for each child in their class. These are marked against the criteria for meeting age related expectations. Following Assessment without Levels, the school has generated its own subject specific assessment criteria using DfE guidelines, or the school's

assessment criteria which links to National Curriculum end of Key Stage expectations. All assessment criteria are collated into subject specific assessment grids which build in progression horizontally across a year group and vertically throughout the school. End points for each year group and subject have also be collated so that age-related expectations are made explicit.

This information is used to track the children's progress and ensure that no individual falls behind the rate of progress that is expected of them. Depending upon the time of year and type of assessment, teachers may be asked to moderate their marking of assessments by either:

- marking a class other than their own
- marking a sample alongside a new or inexperienced teacher
- bringing a sample of their marking to a staff meeting for a moderation exercise.

Summative assessments are collated on the school's tracking system (Go for Schools) and an analysis completed by Subject Leaders which is reported back to the Senior Leadership Team and shared at Faculty Leader meetings.

In addition to this, a range of diagnostic assessments take place at various points in the academic year. These include

Diagnostic assessment helps us to diagnose the child's individual learning profile. We use diagnostic assessment in the following ways:

- Ongoing observation of children, with a particular focus on children who are on the SEN register.
- Special Needs / EHCP Conferences and IEP reviews which diagnose and set targets for SEN children.
- IEP reviews for children on the exceptionally able register.
- Analysis of summative assessment tests which identify gaps in learning for individuals, groups and whole classes.
- On entry, assessment of pupils is undertaken by class teachers to ensure immediate and appropriate provision.

The school uses the following diagnostic assessments:

STAR Reading– provide a standardised score, allow the monitoring of reading ages and the selection of appropriately challenging books through Accelerated Reader

NTS tests used in Year 5 to establish a baseline Reading, Maths and SPaG and track progress across the year.

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:

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

Collecting and using data

Data is collected, and recorded on Go for Schools, termly for every subject. Data collection points have been previously reduced from six to three in order to avoid unnecessary workload for teachers and ensure that data is used effectively.

Data will be used to monitor attainment and progress across the academic year, to identify gaps in knowledge and misconceptions, to inform future planning of schemes of learning and interventions.

Subject Leaders complete a termly data analysis which focuses on attainment and progress in each subject for all learners and across a range of discrete learner groups. Subject leaders are then responsible to amend teaching plans in light of the data; where necessary, middle and senior leaders use the outcomes of the data analysis to inform interventions within their areas of responsibility.

This data analysis is then interrogated by the SLT in order to ensure that it is robust, reliable and accurate before it is shared with Middle Leaders, teachers and teaching assistants who must act upon it.

Data will also be shared with the Trustees following reports written by middle and senior leaders.

Transition – given the fact that a pupil starts St. Edward's having studied the majority of KS2 in a range of different schools, we work hard to collate and analyse data, in particular for English and mathematics on all new entrants to Y5 in a short timescale. The school makes use of its own norm referenced testing materials to identify specific curricular strengths and weaknesses to ensure brisk and focused teaching in Y5. STAR Reading assessments are one of the ways that children are identified in terms of SEND. Where reports indicate that pupils have a standardised score below 85, they will be signposted to the SEND team.

It is imperative that data collected is used purposefully, effectively and has a positive impact on pupil outcomes.

How assessment judgements are formed

6.9 6.8	**Significantly above age related expectations**
6.7 6.6	**Above age related expectations**
6.5 6.4	**Age related expectations**
6.3 6.2	**Working towards age related expectations**
6.1 6.0	**Below age related expectations**

At St. Edward's, we have adopted a five-grade scale to assess pupils across the ability range within their current year group.

The example to the left demonstrates the scale for Year 6 pupils:

Each subject and year group have their own descriptors for each of these grades, where meeting 'age related expectations' (ARE) indicates that the pupil has met the end-of-year, age-related expectations for their current year group.

Attainment and target grades are both linked to the pupil's current year group.

For example, a child with a target grade of 6.6 means that they are in Year 6 and should be working 'above age related expectations' by the end of the academic year.

Assessment grids for each subject and year group sit alongside our five-grade scale, enabling us to clearly track attainment and progress. Our Assessment Grids provide a 'ladder of progression' from Y5 to Y8 and are derived from National Curriculum expectations, as well as our own defined end points for each year group, or key stage.

Target setting is subject specific. Subject targets are set by the class teacher and checked by the faculty leader. Targets will be set using an ambitious and holistic approach taking prior attainment, external/internal assessments and current attainment into consideration (*please remember that a target is for guidance - it is not a 'ceiling' on attainment and pupils may be awarded a grade above their target depending on their attainment at the time of assessment. The pupils target may need to be adjusted at this point*).

We know that children do not learn in a linear fashion and understand that pupils will meet or exceed targets at different points. Similarly, a pupil may still be making progress, even if they have not met their target grade by the end of the academic year. Targets set should be challenging, but should not be unrealistic or unachievable.

Reporting to parents

Assessment data will be reported to parents and carers through termly interim or end of year reports and parents' evenings.

End of year reports to parents include:

- 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 pupil's attendance record
- The pupil's behaviour record

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.

Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice through carefully planned continued professional development sessions.

This may include:

- Subscription to The National College
- Sharing good practice through network meetings
- Sharing good practice in school with staff leading on teaching and learning principles
- ECT support via The Golden Thread Teaching School Hub
- Any other CPD as identified by the CPD lead

Monitoring

This policy will be reviewed annually by the Senior Leader responsible for the Quality of Education, and the Principal. At every review, the policy will be shared with the trustees.

All teaching staff and teaching assistants are expected to read and follow this policy. The Principal is responsible for ensuring that the policy is followed.

The Senior Leader responsible for the Quality of Education will monitor the effectiveness of assessment practices across the school, through:

moderation, standardisation, learning walks, lesson observations, work samples and minutes from line management and faculty meetings.

Links to Teaching and Learning Principles:

Checking for Understanding
- Effective questioning techniques
- Probe with explicit dialogue
- Explore differences and details
- Effective sampling
- Re-teach, defer or move on

Feedback
- Identify strengths and areas to improve
- Redraft, Redo, Rehearse, Repeat
- Focus forwards
- Be positive and specific
- Give the time to improve

Adaptive Teaching
- Map out the components of a task
- Provide support at a detailed level
- Provide support at an overview level
- Offer scaffolding of varying levels of support
- Take the scaffolding down

Retrieval and Review
- Quizzing
- Check for Accuracy – Low stakes
- Plan for spaced practice
- Explore misconceptions
- Make connections

Links to other Policies:

- Teaching and Learning Policy
- Feedback and Marking Policy