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*Achieve*

*Believe*

*Care*

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## **Tenterden Primary Federation Assessment Policy**

**Policy approved: November 2015**

**Review due: November 2018**

### **Rationale**

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

*This policy intends to:*

- make clear our vision of the role of assessment as part of teaching and learning in Tenterden Primary Federation
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment
- provide clear information for teachers about the sharing of assessment information with parents

### **Fundamental Principles of Assessment**

Assessment and pedagogy are inextricably connected. Assessment of pupils' attainment and progress is directly linked to the curriculum followed by the schools. The new national curriculum puts greater emphasis on the specific knowledge pupils should acquire by the end of each key stage and requires greater depth and detail of learning. Removing levels has enabled our schools to develop approaches to in-school assessment which are better tied to curriculum content, and which do not restrict teaching solely to the specific content in the National Curriculum, but encourage the wider exploration of subjects for higher attainment and greater enjoyment.

### **Good Practice**

Ensuring assessment directly evaluates pupils' knowledge and understanding of curriculum requirements helps to create a virtuous circle of teaching and assessment. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.

***All assessment should:***

- enable individual pupils to make good progress in their learning

- relate to shared learning objectives
- be underpinned by high expectations and confidence that every child can make good progress
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan effectively for next steps for the class, groups and individual pupils
- provide the schools with information to evaluate pupils' learning, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress

### **Roles & Responsibilities**

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report. The Assessment Coordinator is responsible for ensuring that:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets (Year group Profiles, Progress Monitoring sheets)
- summative assessment tasks are carried out and that the resultant data is collated centrally.
- all are familiar with current Assessment policy and practice.
- Analyse pupil progress and attainment, including individual pupils and specific pupil groups
- pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified

### ***The Headteacher is responsible for:***

- Monitoring standards specifically in reading, writing, mathematics and science for all year groups.
- Monitoring the analysis of pupil progress and attainment, including individual pupils and specific pupil groups and prioritise key actions as part of School Development planning
- Monitoring the progress of identified pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment and prioritise key actions as part of School Development planning
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

***The Headteacher and the Assessment Coordinators are jointly responsible for:***

- holding teachers to account for the progress individual pupils make towards their end-of year targets at pupil progress meetings

***Subject Leaders are responsible for:***

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

**Monitoring, Moderation and Evaluation**

Senior Leaders and the Assessment Co-ordinators will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA;

Key Stage 1 assessments are moderated every three years by the LA; writing assessments will be moderated regularly in conjunction with our partner Primary and Secondary schools in the Tenterden Rural Alliance and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

**Children with Special Educational Needs or Disabilities**

The principles of assessment without levels apply to all pupils, including those with special educational needs (SEN) and disabilities.

Assessment will be inclusive of all abilities. It will be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment will enable the responsible staff to consider long-term wider outcomes such as next steps in education, future employment and independent living. The schools will use assessments measuring all aspects of progress including communication, social skills, physical development, resilience and independence as necessary.

High expectations will apply equally to pupils with SEN and disabilities as to all other pupils. However, this will account for the amount of effort the pupil puts in as well as the outcomes achieved. Assessment methods may need to be adapted for some pupils with SEN and disabilities, for example by using visual stimuli and alternative means of communication

**Sharing Assessment Information with Parents**

Tenterden Primary Federation is committed to working in partnership with parents in all aspects of their child's education and this includes sharing of summative assessments, targets and information on behaviour for learning that impacts on achievement.

Parents can expect assessment information to be shared in different ways at different times in the year.

- At Parent Consultation Evenings in Term 1 and Term 4 when assessment information, Assertive Mentoring documents and targets will be shared
- In annual reports at the end of Term 4 when assessment information and targets are provided
- In the end of year short written reports (or verbal: EYFS) assessments will be shared.
- Results of Statutory tests are provided at the end of the year for EYFS (Foundation Stage Profile), Year 1 (phonics screening), Year 2 and Year 6 (Reading, Writing, Mathematics and Science)
- At individual meetings throughout the year as the need arises.
- Results of National Tests at Key Stage 2 are published on the website
- Ofsted reports share judgments on school's use of assessment to inform teaching and learning

### **Sharing Assessment Information with Pupils**

Establishing personal responsibility, a growth mindset and good attitudes to learning underpins the learning culture in both schools. As part of this culture, assessment information and targets are shared with pupils in an age appropriate way through feedback, Assertive Mentoring meetings and targeted individual support.

### **Ongoing Assessment and Tracking of Progress**

#### ***Reading, Writing, Mathematics and Science***

From September 2015 a Tenterden Primary Federation new assessment system is in place, which is mapped to the key objectives of the National Curriculum 2014. This called the **MAP** (Matrix of Achievement and Progress) and details how far towards **Expected** outcomes for the year group every child has progressed, recorded as a percentage. Termly assessments are undertaken and the information entered onto the **MAP** system to show progress, identify gaps in learning for individuals and groups and to inform planning and interventions. The Expected Level at the end of the Year is 67% and this percentage denotes achievement in each objective at the expected level. Percentages below or above 67% show by how far a pupil is '**Below**' or '**Exceeding**' expected Year Group attainment. It is envisaged that there will be a banding for '**Expected**' between 60% and 85%.

Children with Special Educational Needs or disabilities may be working on a different year group's curriculum but should still reach '**Expected**' levels for that year group.

#### **Review of Policy**

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

Issue Date: September 2015

Review Date: September 2016

the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,’

(Shirley Clarke, *Unlocking Formative Assessment*, 2001)

### Summative Assessment

#### What is it?

This is ‘snapshot’ testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p><b>Statutory Assessments:</b></p> <p>Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two.</p> <p>Pupils in Early Years Foundation Stage are assessed at the beginning of their school life using the Early Excellence Baseline Assessment. They are then assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children’s performance.</p>
<p><b>National Non-Statutory Tests</b></p> <p>or other commercially produced Tests (e.g. NFER, CAT tests PIRA reading tests)</p> <p>Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils’ progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage.</p>
<p><b>Termly Teacher Assessments:</b></p> <p>Teacher assessments using the key objectives from the National Curriculum 2014 for assessing pupil attainment in Reading, Writing and Mathematics are undertaken in Terms 1, 2, 3, 4 and Term 5 or 6.</p>	<p>The schools use these to monitor progress during the year.</p>
<p><b>Class Tests:</b></p> <p>Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils’ skills and establish what they have remembered or learnt so far.</p>
<p><b>End of Key Stage Teacher Assessment:</b></p> <p>In Years 2 and 6 teachers make a professional judgement about whether each pupil has reached the <b>Expected</b> National standard in the English, Maths and Science for</p>	<p>To provide information to parents and next phases of education.</p>

their Year Group or is working <b>Below</b> or <b>Exceeding</b> the National Standard.	
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### Formative Assessment/Assessment For Learning

#### What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p><b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in the Curriculum.</p>	Ensures clear learning objectives, differentiation and appropriate delivery of the Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<p><b>Sharing learning objectives with pupils:</b> Pupils know and understand the learning objective for every task.</p>	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<p><b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<p><b>Feedback:</b> Should reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	Tracks progress diagnostically, informs the pupil of successes and areas to work on and provides clear strategies for improvement.
<p><b>Target setting:</b> Targets are set for individuals, over time, for ongoing aspects – e.g. writing.</p>	Ensures pupil motivation and involvement in progress; raises achievement and develops good behaviour for learning; keeps teacher informed of individual needs; provides a full record of progress.
<p><b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily