



Rockland St Mary and Surlingham Primary School

Assessment Policy

Author / Edited by	Name of Headteacher or member of staff
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Executive summary	This policy has been reviewed and amendments made to comply with Ofsted recommendations that schools have a maximum of 3 data collections each year.
Review Body	Teaching staff
Endorsed by	Governing Body
Review frequency & next review due	Annually – September 2020
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

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Rockland St Mary and Surlingham Primary School

Assessment to Inform Teaching Policy 2019-20

Introduction

*“Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the important measurable, and end up making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way.”
(Dylan Williams)*

Good Assessment – should be clearly tied to its intended purpose i.e. to inform teaching. There are three forms of assessment used in our school –

- In school formative assessment (often referred to as Assessment for Learning)
- In school summative assessment (used to evaluate what a child has learnt at the end of a teaching period – this may involve use of a test)
- Nationally standardised summative assessment eg SATs (used by the government to monitor performance of all school)

In school, formative assessment or Assessment for Learning (AfL) is a powerful way of raising pupils’ achievement. It is based on the principle that if children understand the aim of their learning and are clear about their strengths and areas they need to work on then they will improve most. It is central to effective teaching and learning.

What is AfL?

- AfL is central to effective classroom practice – assessment is used to inform the planning
- AfL is a key professional skill
- AfL focuses on how pupils learn
- AfL develops the capacity for peer and self-assessment
- AfL helps learners to know how to improve
- AfL promotes understanding of goals and criteria
- AfL develops a culture of collaborative learning
- AfL is sensitive, constructive and fosters motivation.

Good use of AfL makes:

- an accurate assessment – teachers evaluate on a day to day basis and tailor teaching accordingly
- a fair assessment – the methods used are valid
- a reliable assessment – judgements are consistent and based on a range of evidence
- a useful assessment – they identify barriers to learning and inform next steps
- a continuity of assessment – enabling better transfer between years and schools

Principles of assessment at Rockland St Mary and Surlingham schools

Our principles for assessment are based on a shared understanding of what we shall assess, how we shall assess it and what we will do with the assessment information we gather. The table below aims to summarise the main assessments used, explain why we have chosen to use them and what we will do with the information they provide.

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When?	What assessment will be used?	Year group	Why will we use it?	What will we do with the information it provides?
September	EYFS baseline Assessment – pilot	EYFS	The baseline will provide a starting point for planning.	The baseline will support the school and inspection teams in making progress judgements as children move through EY.
Mid Oct (wk before half term)	SATS tests – SPaG Maths, Reading 2017 papers	Yr 6	The test outcomes will be analysed using the QLA and VA tool.	Intervention groups will be set up. Planning adjusted as req'd. An SAS meeting with the SET team will be held.
End Oct	Parent Consultations held			
November (late)	SWST spelling test	Yr 1-6	This test provides a raw spelling score and a spelling age.	The spelling age can be compared to the child's chronological age. This test will be used three times in a year so that progress can be tracked. The information will also be used to inform writing judgements and create next steps. This information is often requested by external agencies (such as an Educational Psychologist) if we refer.
	PIRA reading test	Yr 1-6	This test provides a reading age and a reading comprehension age.	The reading comprehension ages can be compared to the child's chronological age. This test will be used three times in a year so progress can be tracked.
	White Rose maths test	Yr1-6	This test provides a quick and clear overview of the child's strengths in maths, application of skills learnt and highlights areas for focus.	The gaps identified through a QLA will be used to inform teacher planning. We aim to see the gaps being closed. Raw scores will be tracked. Books and White Rose tick sheets will be checked alongside.
Using the test information above, staff will provide teacher assessment for each child in maths, reading and writing using 'at ARE', 'below', 'above' to indicate attainment. Pupil Progress Sampling meetings will be held Data information will be added to the school excel tracker and the HT's report to the SET and LGB. The information gathered will be used to inform lesson planning, provide clear next steps and long term targets.				
Dec	Phonics screening using 2018 materials	Yr1&2	Screening will be used to see which children are on track to meet the expected in June.	The phonics tracking sheet will be updated and phonics teaching groups reviewed in light of the outcomes.
	EYFS tracker completed	EYFS	The tracker will automatically monitor attainment and progress as data is added.	Staff will moderate and review the information.

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February (just before half term)	SATS test – SPaG, Maths, Reading 2018 papers	Yr 6	The test outcomes will be analysed using QLA VA. An SAS meeting with SET will be held	Intervention groups will be set up. Planning adjusted as req'd.
End Feb	Informal open evening held for parents to view books.			
End of March (just before Easter)	SWST, PIRA Reading, WR maths Phonics Screening (2019 screening)	Yr1-6	As above in November	The spring term data will be compared against the previous data to prove or highlight lack of progress. Pupil Progress sampling will take place. Teaching will be adjusted as a result.
	EYFS tracker	EYFS	The tracker will automatically monitor attainment and progress as data is added.	Staff will moderate and review the information.
April	SATS test - 2019 papers	Y6	The test outcomes will be analysed using QLA and VA	Intervention groups will be set up. Planning adjusted as req'd.
	Annual reports	All	Format includes next steps.	
May	Statutory tests	Year 2 Year 6	The Key Stage 1 and 2 tests are set by the Standards and Testing Agency. KS2 papers are marked externally.	The outcomes will be shared with parents and used by the school, LA, Ofsted and the DfE to assess the performance of and compare to other schools
Mid- June	Statutory Phonic Screening test	Year 1	This statutory test involves each child reading 40 words, 20 are real and 20 are pseudo words which are phonetically decodable. The test is produced for schools each year and we must follow the test procedures.	The outcomes will be shared with parents and used by the school, LA, Ofsted and the DfE to assess the performance of the school and compare it to other schools
End June / very early July	SWST spelling, PIRA Reading, WR Maths will be repeated.	Yr1-6	As above	By the end of the year we would expect all children to be making good progress in the test outcomes.
	Using the test information above, staff will provide teacher assessment for each child in maths, reading and writing using 'at ARE', 'below', 'above' to indicate attainment, plus science. Pupil Sampling meetings will be held Data information will be added to the school excel tracker and the HT's report to the SET and LGB. The assessments held for each child will be shared with the next class teacher during the handover meetings.			
	EYFS Profile	EYFS	The collection and reporting of EYFS assessment is a statutory duty of all schools.	The information is shared with parents, the LA and the DfE. It is also shared with the

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				class teacher in Year 1 during transition meetings.
	Parent consultations held			

Tests form only a small part of the assessment tools; ongoing assessment (AfL) being the most used.

What does AfL look like from day to day? Staff will make use of a range of AfL strategies over the course of each year. In each lesson teachers will –

- Share the **Learning Objective** (L.O.) - this can be part of the introduction, plenary or other appropriate part of the session using ‘To ….’ in English and other, and statement focus in Power Maths.
- **Observe and listen** to the children as they work so that they can challenge misconceptions and provide extensions to learning where appropriate.
- Use **feedback** to engage children in their learning, to recognise strengths and show the next steps. (see the Feedback and Marking Policy for details)

As a school we shall continue to review and refine our use of on-going assessment over the year by trialling new approaches and through on-going discussion with local schools. The policy will be updated to reflect the new approaches during the year.

Pupil Progress Sampling Meetings

Each term teachers will meet in groups to review and discuss pupil assessment for Reading, Writing, Maths, Science. Where possible, the Headteacher or Head of School will attend meetings. This should be a time when staff professionally challenge and verify judgements made so that over time we can be assured they are accurate and robust. Staff will be asked to judge each child against working –

- Below ARE (age related age expectations)
- At ARE
- Above ARE

Next steps are discussed and documented with timescales and responsibilities made clear. Targets set for each child as an individual will be checked, reviewed and re-set as necessary. This process aims to highlight the needs of particular children and ensure that all children’s achievement is tracked over the year in terms of attainment and working at ARE and the progress made each term.

Each term, staff from across the SET will meet to review and moderate pieces of work, especially writing. See SET assessment policy (attached) for details. In addition to this, teachers in year groups where statutory moderation takes place via the LA (EYFS, Y2 and Y6), will attend training during the year and potentially attend a statutory moderation meeting if called to do so.

Inclusive approach

Our policy aims to be inclusive of all pupils including low attaining and those with identified special educational needs (SEN) or disabilities. Our assessment is holistic as it includes the use teacher assessment alongside spelling and reading tests which show progress against chronological ages.

Reporting

As is statutorily required, teachers will provide a written formal report early in the summer term which will include targets for the children to focus on as they begin transition to the next year group.

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Accountability and Inspection

The Headteacher is responsible for ensuring that the school's assessment systems and procedures are effective and efficient. They would be able to demonstrate how the assessment informs and improves the quality of teaching. They need to ensure that the system is manageable for staff and does not become time consuming, that staff are confident in making judgements (where necessary training and support is provided) and they are responsible for ensuring that statutory tests are conducted correctly and data returns are made in time to the LA/DfE. The Local Governing Board are responsible for challenging the school and holding the Headteacher to account about school performance.

Ofsted is one part of the national accountability framework. Inspectors will look for evidence to support their judgement over the quality of teaching, learning and assessment and outcomes for pupils.

Links to other policies

(*) – This policy is linked to the

- SET Assessment Policy
- Marking and feedback Policy
- Teaching & Learning Policy
- Curriculum Policy and all other subject policies should make reference to this policy.