



Osborne
Co-operative Academy Trust



Assessment Policy

Thameside Primary School

Last reviewed: September 2020
Next review date: September 2022

Thameside Primary School is a member of the Osborne Co-operative Academy Trust, a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

Covid-19

Due to necessary restrictions during the on-going pandemic, some school assessment practices may be altered to ensure the safety of pupils and staff.

1.Aims

This policy aims to:

- 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

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

At Thameside Primary School we believe that assessment is fundamental to the progress and attainment of all pupils. The following principles underpin our school's Assessment policy outlining how we will assess all children throughout their school career.

- Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.
- Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
- Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
- Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
- Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback

information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

- Assessment is consistent; judgements formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
- Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; helps parents in supporting children with their learning; supports teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

4. Assessment approaches

At Thameside Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

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

4.1 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 feedback for 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

At Thameside Primary, we use a range of formative assessment techniques (see Feedback and Marking policy) such as:

- Involving pupils in their own learning
- Sharing learning goals and success criteria with pupils
- Involving pupils in self-assessment and peer assessment
- Asking a range of different questions
- Giving children feedback about the quality of their work and how they can make it better
- Helping children decide what steps they should take next
- Belief that every pupil can improve

4.2 Nationally standardised summative assessment and in-school 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

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

Nationally standardised summative assessments include:

EYFS (Baseline check due to start September 2021)

- This information is based on three categories - emerging, expected and exceeding within the appropriate 'Age and Stage' band for each individual child.
- EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1/2/3 scale which mirrors the school's 'emerging / expected / exceeding' reference points and reports on 'Characteristics of Effective Learning'.
- Careful observations are made of the children's starting points during their first 6 weeks of starting the school. These observations are captured throughout the year. The children also have an online Learning Journey (Tapestry) which supports us in storing information throughout the year.

Phonics Check

- Year 1 - all children in Year 1 will participate in a phonics check. This assessment will be administered by the appropriate staff. Results are reported to parents.
- Year 2 - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by the appropriate staff. Results are reported to parents.

SATs & Summative Assessments

- Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'. (Year 2 SATs are due to end May 2021.)
- In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

This includes:

- Summative assessments tests three times a year in Years 1, 2, 3, 4, 5 and 6 for reading, maths and GPS. The tests supplied by PiXL are used nationally within a huge cohort of primary schools and are regularly checked to ensure that they meet the standards required for each year group.
- Results from summative assessment tests inputted into a Question Level Analysis form (QLA). The QLA tool is formatted to allow quick and efficient analysis of the gaps, giving powerful information for teachers.
- The QLA also informs a Personal Learning Checklist (PLC) which is an ongoing document for each child which teachers use to assess where a child is in relation to national expectations. This is updated at least half-termly.
- Foundation subjects are assessed on a lesson by lesson basis against the learning objective using the Maestro platform.
- Pupil progress meetings held once a term between year groups and members of the core leadership team to discuss the impact of teaching and learning.
- The school currently uses the PiXL Primary program which supports staff to use the Diagnosis, Therapy, Testing (DTT) approach to ensuring that children make good progress and attainment

At TPS we assess against performance indicators to show how children are progressing towards end of year expectations; this is described as working towards, at national and at greater depth. 'Working Towards' may also mean that children are assessed against key performance outcomes from an earlier stage. Progress may be defined as: catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm. Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National and School curriculum.

5. Collecting and using data

Data is collected termly and recorded on SIMs. As part of the Osbourne Cooperative Trust, the data is then transferred to FFT Aspire where it is easily interrogated, and results compared to individual pupil predictions.

Data on pupils' attainment in the foundation subject is stored on the Maestro platform which is part of the Cornerstones Curriculum which we have adapted to use within the school's context.

6. Reporting to parents

Parents are formally invited into school twice a year to discuss their child's progress and attainment. During these meetings, parents are given a written record of their child's current attainment along with grades for effort.

Assessment data is reported to parents in July through annual reports which include:

- Brief details of achievements in core subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Arrangements for discussing the report with the pupil's teacher.

7. 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.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

This policy will be reviewed every two years by the assessment lead. At every review, the policy will be shared with the governing board.

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

The Senior Leadership team and subject leads will monitor the effectiveness of assessment practices across the school, through a mixture of:

- Moderation (both internal and external)
- Lesson observations
- Drop ins
- Book scrutinies
- Pupil progress meetings
- Pupil voice strategies.

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Feedback and Marking policy