



# ATTENBOROUGH SCHOOL

## ASSESSMENT POLICY

May 2016

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport> )

### **Aims and Principles of Assessment**

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

### **Delivery**

At Attenborough School, we use three broad overarching forms of assessment: 'Day to Day in-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

#### **Day-to-Day in-school formative assessment**

'Day to Day in-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to

understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. We will ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. Following Day-to- Day assessments teachers will record and report progress to parents via rungs in Learning Ladders, providing a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. We hope that Learning Ladders at home will clearly reinforce the partnership between parents and school in supporting children's education.

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example, -

- Reference to assessment of rungs within Learning Ladder Booklets in Reading, Writing and Maths.
- Using maths dialogue and maths reasoning activities.
- Making use of rich question and answers, prove it tasks and apply your mind activities.
- Marking of pupils' work, particularly using tickled pink (highlighting areas of success) and green for growth (highlighting development/improvement areas).
- Observational assessments
- Regular short written/verbal re-cap quizzes and digital assessments through 'Pickers & Cahoots'.
- Scanning work for pupil attainment and development purposes.
- Discussions with children.
- Pupil self-assessment e.g. traffic lighting/highlighting, up levelling, self-marking against agreed success-criteria.
- Peer marking.
- Pupil conferencing.

### **'In-School Summative Assessment'**

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support

teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- End of year tests.
- Short end of topic or unit tests or tasks.
- Reviews for pupils with SEN and disabilities.
- Termly monitoring of learning ladders with SLT & team leaders.
- Termly 'best fit' assessment relating to the National Curriculum age related expectations reported on for Reading, Writing, SPAG and Maths.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

### ***Assessment in Foundation Stage 1 & 2***

On arrival at Attenborough School children are assessed against the 'Development Matters' age bands using information from their previous setting, discussion with parents and observational assessment. This process of arriving at a Baseline judgement will normally be completed within four weeks.

In the Foundation Stage, observations of child initiated and adult led activities are recorded into an online journal called Tapestry and are shared with parents immediately. Tapestry allows ongoing assessment and analysis of individual pupils or cohorts. This information is used by staff to facilitate planning to the next steps of their key children. The observations are used alongside practitioner knowledge and parental contributions to make a half termly summative assessment of the child against the 'Development Matters' age bands.

At the end of FS2 children are assessed against the 17 Early Learning Goals of the 'Early Years Foundation Stage Profile 2016' as **Emerging**, **Expected** or **Exceeding**. This information is shared with parents at the end of the academic year as part of their report and is sent to the Local Authority as outlined in the 'EYFS Assessment and Reporting Arrangements 2016'.

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of

nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

If teachers are concerned that there is a barrier to a child's learning other assessments may be carried out to identify a cause. These will be organised by the SENCo and may include speech and language screening, dyslexia screen and / or working memory screen. Results will be given to the class teacher who will in turn discuss with parents."

### **Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the school assessment information systems such as Tapestry & Learning Ladders will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

### **Monitoring and Evaluation**

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting directly to the Senior Leadership Team.