



Assessment Policy

Across the school, leaders and teachers strive to ensure that assessment processes support children's learning, allowing them to achieve their full potential.

*To be a star, you must shine your own light,
follow your own path and don't worry about the darkness,
for that is when stars shine brightest.*

Introduction

At Albemarle, we strive for excellence in all we do. To achieve this aim, we believe that Assessment should be first and foremost, **for** learning. Clear procedures and practice have been put in place to ensure that teachers understand how to accurately assess children so that they can progress and further their development.

This policy outlines our approach to assessment, our understanding of statutory assessments and accountability measures which are taken from the Primary Accountability document (January 2018).

Aims and Objectives

- To enable our pupils to demonstrate their levels of knowledge and understanding;
- 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.
- To enable the staff to gain a clear insight into how and what our pupils are learning in order to guide the planning of next-steps;
- To help our pupils understand what they need to do next in order to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide all involved stakeholders with information that allows them to make judgements about the effectiveness of learning;
- To ensure that a range of assessments are used including 'In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'
- To provide information that enables effective use of resources (both human and material) and deployment of staff
- To provide information to the Senior Leadership Team that informs whole school policy, practice and self-evaluation

Attainment and Progress

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Progress is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where she has reached. Progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

Performance Targets:

Each child is set end of year targets in reading, writing and mathematics using Target Tracker, whole school attainment targets and Teacher Assessment. These targets form part of the termly pupil progress meetings with each teacher.

Progress Targets:

Expected progress across one academic year is **6 points** for Reading, Writing and Maths.

Attainment Targets:

Aspirational targets are set at **85%** of children achieving expected standard in each core subject with **30%** of children achieving greater depth. This also applies to the Early Years and Foundation Stage where the expectation is **85%** expected, **30%** exceeding.

Types of Assessment:

At Albemarle Primary School, we use three broad overarching forms of assessment:

- 'Formative Assessment'
- 'In-School Summative Assessment'
- 'Statutory Assessments'

Formative Assessment:

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 key next steps for improvement. It informs teacher's judgements so that they are able to further support through, intervention or extension. Importantly, this process enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly to maximise progress.

Formative assessment at Albemarle includes:

- Reference to key performance indicators (KPIs) on target sheets.
- The use of open and closed questions to ascertain conceptual understanding.
- Use of purple pens in pupil responses
- Observations and discussions with children
- Achievement towards success criteria
- Peer Assessment
- Self-Assessment
- Weekly spellings tests
- Marking of pupils work
- Pupil conferencing
- Self-selected differentiation.

In-School Summative Assessment:

At Albemarle, 'in-school summative assessments' are used to monitor and support children's learning and are then used to further their development. Tests at Albemarle, provide children with information about how well they have achieved and what targets they must work towards to

improve. Teachers make use of in-school summative assessments to evaluate pupil learning and to reflect on 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 expected progress and attainment.

A range of 'in-school-summative assessments' will be used including at the end of each term, for example:

- PIRA Test (Reading)
- Accelerated Reader Star Reading Tests.
- Writing moderations using newly developed moderation grids.
- Maths Hub tests.
- Mock SATs Tests (Yr 2 & 6)

Statutory Assessment:

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally and locally. They 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 Senior Leadership Team to benchmark the school's performance against other schools, 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.

The following statutory assessments inform our overall school evaluation:

- EYFS Profile
- Yr 1 Phonics Screening Check
- KS1 SATs Tests
- KS2 SATs Tests

We ensure that all staff are aware of changes to current legislation so that are teachers and pupils are prepared for incoming changes such as:

- Reception Baseline Assessment (2020)
- Multiplication Check for Year 4 pupils. (2019)

Training for staff:

After joining the school, all teachers will be provided with a copy of this policy and it will form part of their induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment practice at Albemarle. The school makes significant use of staff meetings and in-house CPD to ensure that assessment is effective and accurate. All new teachers have a meeting with the Assessment Leader to ensure that staff understand and can apply this policy accurately.

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 legislation and then share this with staff accordingly.

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. The Senior Leadership Team will be responsible for ensuring the effectiveness of practice across the school, and will report on headline measures to the Governing Body.

Assessment for Early Years

In the Foundation Stage, staff use a variety of different ways to assess and collect evidence against the Development Matters/Early Learning Goals for each child. Assessment is ongoing and includes focused written observations, incidental observations, collection of a range of work samples, photographs, sound recordings, videos and parental comments.

Assessment is carried out in:

- All areas of learning and development, both indoors and outdoors (by all members of staff)
- Child initiated play and adult led activities
- Individual and group work and in whole class contexts

Every child is assessed under the following 17 strands of learning:

- Making relationships
- Self confidence and self awareness
- Managing feelings and behaviour
- Moving and handling
- Health and self care
- Listening and attention
- Understanding
- Speaking
- Reading
- Writing
- Numbers
- Shape space and measure
- People and communities
- The world
- Technology
- Explaining and using media and materials
- Being imaginative

All these assessments are recorded in individual learning journeys and assessments are recorded on the school tracking system under each child's name against the **Development Matters** and **Early Learning Goals** in order to build a precise and detailed picture of the child.

Assessment in Years 1 to 6

Reading, Writing and Maths are all assessed using summative tests, target sheets, moderation grids, progression frameworks that incorporate key performance indicators and ongoing formative assessment.

All assessment data is submitted onto Target Tracker for analysis of progress and attainment across all relevant pupil groups.

Albemarle Steps and Points Guide

Step	Point Score	Step	Point Score
P4	25	4w	57
P5	28	4w+	58
P6	31	4s	59
P7	33	4s+	60
P8	25	5b	61
40-60w	33	5b+	62
40-60w+	34	5w	63
40-60s	35	5w+	64
40-60s+	36	5s	65
1b	37	5s+	66
1b+	38	6b	67
1w	39	6b+	68
1w+	40	6w	69
1s	41	6w+	70
1s+	42	6s	71
2b	43	6s+	72
2b+	44	7b	73
2w	45	7b+	74
2w+	46	7w	75
2s	47	7w+	76
2s+	48	7s	77
3b	49	7s+	78
3b+	50	8b	79
3w	51	8b+	80
3w+	52	8w	81
3s	53	8w+	82
3s+	54	8s	83
4b	55	8s+	84
4b+	56	9b	85

As children develop through each **Band**, we track their progress very carefully. Each Band is broken into 3 **Steps** which roughly represents a term's progress. Over the year, the steps are called: **Beginning** (b) **Within** (w) and **Secure** (s)

Teachers can further break down each step into two in order to precisely track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+'.

- 2w+ shows a child is working very well within Band 2, and teachers will be looking to move them to 2s.

We expect children to make at least 6 steps progress a year, from where ever they begin their learning in September.

Assessment in Foundation subjects:

At Albemarle assessments of pupil achievement are monitored across the wider curriculum through questioning, observations, marking and peer/self-assessment. Teachers strive to ensure that lessons are well matched to the needs of the children in their care and assessment is a vital tool of achieving this aim.

In Science and Computing assessments are made by teachers to determine whether a child or group of children are working at Age Related Expectation. This is monitored by the relevant subject leader, who then feedback to the Assessment Leader.

Science:

Each year group (1-6) has predetermined units of work from the National Curriculum. There are 6 topics that should be covered over the course of the year and teachers assess the children for each one using:

Beginning = 1
Working within = 2
Secure = 3

This assessment data allows the Science Leader to identify how well year groups are performing against particular objectives and contributes towards end of Key Stage assessment in Science. The assessments made against each topic form an average score that determines whether a child is working at Expected Standard or Below.

Computing:

In Computing, teachers are expected to assess their children against key objectives outlined in the National Curriculum. They are expected to highlight coverage and achievement across the curriculum once per term. The Computing Leader has responsibility for ensuring that this is complete.

PE:

As of the Autumn Term 2017, there is a statutory requirement for assessment in primary PE; whether children can swim 25 metres unaided. At Albemarle we provide children in Year 4, 5 & 6 with the opportunity to practice and develop their swimming skills to meet this aim. The results are then submitted to the Department for Education for children who are in Year 6.

Reporting to Parents:

We have a range of strategies that keep parents fully informed of their child's progress in school. We contact parents quickly if we believe that any aspect of a pupil's learning is causing concern. We also report verbally on positive progress and achievements. We operate an 'open door' policy that encourages parents to contact the school if they have concerns about any aspect of their child's learning.

Each term, we offer parents the opportunity to meet their child's teacher in order to discuss the child's aptitudes and potential, and share any areas of concern.

During the Autumn term we have open parents' mornings/meetings which allow parents to gain an insight on the year ahead for their child and raise any questions/concerns they may have.

During the Autumn and Spring term, parents are invited to attend a parents evening to discuss their child's progress and targets. During the summer term, we give all parents a written report of their child's achievements during the year. Parents are also offered the opportunity to meet with the class teacher to discuss any issues arising from the report.

In the Annual End of Year reports statutory assessment information is provided to parents and will include:

- In the Early Years & Foundation Stage, at the end of Reception, parents receive their pupil's attainment against the Early Learning Goals and whether they have achieved a Good Level of Development (GLD).
- In Year 1, parents receive the results of the Year 1 Phonics Screening Check.
- In Year 2, parents receive details of achievement in the National SATs tests for Key Stage 1 and results of Phonics retakes, if applicable.
- For all year groups, parents will receive information about how their child is performing in comparison to age related expectations.
- For pupils in Year 6, we provide details of achievement in the National SATs Tests for Key Stage 2.

Appendices:

Development Matters in the Early Years and Foundation Stage:

<https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Early Years and Foundation Stage Handbook 2017:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

National Curriculum 2013:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Teacher Assessment Frameworks at the end of Key Stage 1:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647105/2017_to_2018_teacher_assessment_frameworks_at_the_end_of_key_stage_1_PDFA.pdf

Teacher Assessment Frameworks at the end of Key Stage 2:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647107/2017_to_2018_teacher_assessment_frameworks_at_the_end_of_key_stage_2_PDFA.pdf

Primary Accountability 2017:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_January_2018_update.pdf