

Assessment Policy



Moreland Primary School

Moreland Primary School and Children's Centre Assessment Policy

Mission Statement:

*"Reaching higher than I dreamed,
Becoming the person that I can really be,
Doing the best that I can,
For the world and for me!"*

Last reviewed on:	September 2024
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Next review due by:	September 2025
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At Moreland we believe that assessment, target setting, recording and reporting are important elements in the delivery, planning and on-going evaluation of an effective curriculum that is relevant to all pupils. We have high expectations of every child and for every child and feel they have an entitlement to an assessment process that accurately identifies and tracks progress whilst also highlighting strengths and areas for improvement to enable them to learn and excel. At all times, the aim of assessment should be to inform the future planning of work, to monitor individual pupil's progress, to be aware of any gaps in their learning and to inform others to whom the information is relevant.

Aims:

At Moreland :

- **Pupils** should take responsibility for their own learning. They should have an understanding of how they are doing and where they need to target their efforts to progress. ALL pupils should make good progress regardless of their starting point.
- **Parents** should know where their child is in relation to the standards expected for their age and any personal targets set e.g. SEN plan targets. Discussions should provide them with helpful information on how to support their child in making progress.
- **Teachers** should use assessment information to inform their practices and lesson planning. Assessment should be integral to the day to day teaching. Staff are kept up to date with Assessment through INSET – staff meetings / training days.
- **School Leaders** should use assessment information to monitor the effectiveness of provision, and to track pupil attainment / progress to ensure that all groups are performing well. School Leaders will attend conferences and courses to keep up to date on Assessment.
- **Governors** should be aware of the assessment policy and be kept up to date on how the school and different groups are performing in relation to the local and national picture.

Purpose of Assessment:

Different forms of assessment serve different purposes. There are three overarching forms of assessment:

1) Formative or Assessment for Learning is the day-to-day ongoing assessment. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. It identifies strengths and weaknesses and provides information on what a child needs to do to improve and progress in a specific area. It allows the teacher to evaluate the effectiveness of a lesson and to adapt their planning accordingly.

2) In-school Summative Assessment provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups, and identify where interventions may be required to ensure pupils make progress.

3) Nationally Standardised Summative Assessment provides information on how pupils are performing in comparison to pupils nationally. This helps teachers and senior leaders, Governors and OFSTED to understand national expectations and to benchmark our school performance against other schools locally and nationally.

How we show progress:

Progress is shown in the following ways:

- **Pupil Workbooks:** Books show progress through children's work, feedback, purple pen corrections and improvements, review questions and cumulative quizzing.
- **Standardised Tests:** NFER or equivalent and past SATs papers in English and Maths. Reading ages are monitored using the Salford Reading Test each term. This is tracked on the School's own internal tracking system.
- **Internal Tracking System** (using SONAR): tracks attainment and progress. It will show termly monthly progress towards the NC learning objectives in English, Maths and Science. This is summarised on termly data walls which show % of children with expected attainment and progress. These data walls are shared with teachers and governors.
- **Pupil Progress Meetings:** The Assessment Lead (Deputy Headteacher) or Headteacher and Assistant Head Inclusion or SENCO meet with class teachers and phase leaders to discuss individual pupils at termly Pupil Progress meetings. All pupils are tracked in their progress towards their end of year targets with a minimal expectation of 'expected progress'. Interventions are planned to ensure at least expected progress is made.
- **Monitoring and Tracking of Pupil Groups** (Disadvantaged, EAL, Gender, SEN, More Able): These groups and individual children within them are monitored through the above systems and group level progress and attainment data is presented on data walls. Further details on our Pupil Premium strategy and action plan can be found on the school website.
- **SEND pupils:** These pupils are monitored through the above systems. In addition all pupils with SEND have an individual SEN plan with identified personal targets. Progress towards these

targets is reviewed and assessed twice a year in February and July (ready for the new year) by the class teacher. This is recorded on Edukey.

Outline of Assessment:

National Summative Assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts and demographic groups, compare attainment and progress of cohorts to national and local attainment
- Identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Identify areas for school improvement at a strategic level
- 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

National summative assessments include:

- Reception Base Line Assessment
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1 and Year 2 (resit)
- Multiplication Tables Check in Year 4
- Optional National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) in English and Maths
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6) in English, Maths and Science

In School Assessment Systems

Early Years Foundation Stage (EYFS):

Through-out the EYFS, as part of the learning and teaching process, practitioners assess each child's development supported by Birth to 5 Matters through to the EYFS statutory Early Learning Goals at the end of Reception. These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child. The Early Years Curriculum sets out seven areas of learning covering children's physical, intellectual, emotional and social development.

- Personal, social and emotional development
- Physical Development
- Communication and language
- Mathematics
- Literacy
- Understanding the world

- Expressive Arts & Design

Teachers also make observations and judgements about whether children are exhibiting the characteristics of effective learning, with some input from parents. These are the ways in which children learn and are as follows:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Key Stage 1 and Key Stage 2

Formative Assessment

Ongoing formative assessment (day to day ongoing assessment as part of the repertoire of teaching strategies, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning.)

STRATEGY	PURPOSE
Planning (seen on slides):	<i>Ensures clear learning intentions, scaffolding of learning and is flexible and responsive to continuous formative assessments.</i>
Sharing learning intentions:	<i>Ensures pupil is focused on the purpose and planned outcome of the task, encourages pupil involvement and comments on own learning;</i>
Success Criteria (including co- constructing SC with pupils):	<i>Enables the children to know what they must do to be successful in a lesson, or series of lessons. Enables self and peer assessment, as well as ongoing reflection.</i>
Pupil self-evaluation:	<i>Empowers the child to realise his or her own learning needs and to have control over future targets, provides the teacher with more assessment information – the child’s perspective</i>
Peer marking/ feedback:	
Feedback: must reflect learning intentions of task to be useful and provide ongoing record; can be oral or written	<i>Tracks progress diagnostically, informs child of successes and areas to improve and provides clear strategies for improvement.</i>
Target setting: for individuals, whole class/ groups over time	<i>Ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs</i>
Explicit modelling of the assessment	<i>When teachers give voice to steps in the process of</i>

process:	<i>learning—planning, monitoring, and continuous improvement—co-own them, pupils better understand their role in it. Articulating this metacognitive process can help in promoting an independent continuous improvement cycle for pupils</i>
Identifying use of characteristics of effective learning (learning behaviours):	<i>Supports pupils to think about their own learning more explicitly, and to assess the most appropriate and effective strategies for the task.</i>
Celebrating achievement: Making links between achievements explicit, treating all achievements in the same way and creating a learning ethos	<i>Celebrates all aspects of achievement, provides motivations and self-esteem thus enabling pupil to achieve academic success more readily.</i>

Other formative assessment strategies that will be visible in children’s books are:

- Revisiting and assessing prior learning (within the unit of work or previous unit/ year group learning) - Flick Back Four, Think Back Three, Recap and Recall
- Cumulative Quizzing – modelled verbal quizzing, collaborative questions, write or say “two things”
- Low stakes end of unit quizzes

This **retrieval practice** not only helps to assess the child’s learning but also helps children remember more.

Teachers also use the formative assessment tool on the SONAR tracker to assess children’s progress towards NC outcomes in English, Maths and Science.

Summative Assessment

Teachers assess children’s learning at the end of term or a unit (see appendix for assessment methods in each curriculum subject). They use information from tests, quizzes and other assessments alongside their formative assessments to make a judgement as to whether children are working at one of the following levels:

- Below
- Just At
- Securely At
- Above

This information is recorded on SONAR. Where children are working below their chronological year group they are also assessed at the year group level they are working at.

At Moreland, we know every child to be unique and are committed to each one achieving their full potential. Children progress at varying rates and this can be linked to many factors, such as e.g. when they were born, whether they speak another language at home, life experiences, or individual SEN. Each child is set their own individual target in Maths and English, depending on their ability and previous progress. The SLT and class teachers have pupil progress meetings each term to discuss each individual child’s progress each term, and set challenging yet realistic targets for each child. These meetings can be more frequent if there is concern. Each term, all children’s progress is

monitored to ensure they are on track to meet their target. If there are any children who don't seem to be on track, interventions and further provision is then discussed to ensure every child gets the best possible chance to achieve their full potential.

Special Educational Needs

Careful and thorough assessment is a key part of the tool kit in identifying if children have a special educational need. Teachers discuss children who consistently are working below age related expectations or demonstrate a learning difficulty with the SENCO and appropriate interventions are put in place. Children may be referred to external agencies for further assessment of their needs or the SENCO and class teacher may carry out further assessments to help identify the child's needs. This includes more able pupils with SEND.

Children with SEND have an individual learning plan that includes identified targets. Children's progress towards these targets are assessed twice yearly by the class teacher in discussion with parents.

Children will be supported through reasonable adjustments to show what they know and teachers will adapt assessment techniques to enable each child to be assessed accurately and fairly. Some pupils with specific needs may need additional arrangements so they can take part in statutory tests. For these statutory assessments, the school will apply appropriate access arrangements.

KS2 Tests

Access arrangements include (those in italics must be applied for in advance of the test via the primary assessment gateway):

- a reading assistant (for Maths and GPS tests only)
- rest breaks
- a scribe
- *additional time*
- *early opening*
- *compensatory marks for spelling*

If children in Key Stage 1 and Key Stage 2 are working below the level of the National Curriculum then we use the **Engagement Model** to assess their learning. The Engagement Model is an assessment tool which has been developed to help schools support children who are not working at the level of the national curriculum. The Engagement Model uses a pupil-centred approach that focuses on abilities rather than disabilities, enabling the pupils' achievements and progress to be measured over time. Used as part of the Graduated Approach that should be used to support children with SEND, the engagement model, enables teachers to assess:

- How well these pupils are being engaged in developing new skills, knowledge, and concepts in the school's curriculum.
- How effective the special educational provision is, and how effectively pupils are engaging with, and making progress against, their outcomes in their Education, Health and Care (EHC) plans.
- Their achievements and progress across the four areas of need of the SEND code of practice.

English as an Additional Language (EAL)

All children will have access to the curriculum and assessment procedures. Teachers will adapt assessment procedures accordingly for children who have EAL. No child should be prejudiced from showing his/her true ability. Children who need additional support to carry out tests (other than English) should receive reading support from an adult when assessments are being carried out.

More Able Pupils

Having identified these children, including exceptionally more able and talented pupils, subject leaders will look at provision within their own subject areas to ensure the opportunities and resources are in place to enable these pupils to excel. They will support teachers with ensuring provision meets their needs as well as stretching and developing them. This will be in the format of providing CPD, INSET, allocation of resources and enrichment opportunities. We are working towards assessment of foundation subjects this academic year which will track attainment and progress. Please see the More Able Policy.

Record Keeping

Teachers will keep a record of assessments in an electronic folder on the staff drive following the school format for end of term/ unit in Maths, Reading (NFER test results, Salford Reading, HFW), Phonics, Geography, History and Science.

Phonics assessments are completed every 6 weeks and recorded in the assessment grid (in the assessment folder) by the class teacher. This should be for all children Rec – Year 2 and children above Year 2 still receiving phonics teaching.

Pupil Progress Meeting Records and summative class data will be kept electronically on the staff drive.

Assessment data should not be removed from the school and should be stored securely in the classroom.

Meetings with Parents

In the Autumn Term class teachers will meet with parents to establish their expectations for the coming year. The purpose of this meeting is to establish a healthy working partnership between parents and teachers, to inform parents of procedures for the coming year and discuss how their child has settled into their new class/ setting and discuss progress and attainment to date.

A Spring Term meeting will be held to inform parents about their child's progress so far and to inform parents how they can help their child achieve the end of year targets that have been set.

School annual reports for the academic year will be given to parents at the end of year during the Summer Term. Parents will be invited in to discuss the report with the class teacher at an 'open parents evening' if they wish to do so.

Other meetings with parents during the year, made by appointment, may be necessary to outline problems and seek solution to them. Moreland Primary School operates a general open door policy as much as possible and encourages an open dialogue with parents about their children's progress.

Monitoring and Responsibilities

The Headteacher will:

- Be responsible for overall management of the above system and ensuring that all individuals concerned are fulfilling their agreed responsibilities
- Report assessment information to the governing body, LA and DFE as required

The Assessment Lead (DHT) will:

- Develop school assessment arrangements
- Monitor assessment procedures
- Collate assessments and data walls (in conjunction with the Headteacher)
- Monitor assessment folders in conjunction with subject leads
- Organise moderation meetings to ensure consistency in assessment
- Organise and oversee statutory assessments
- Organise (with the Headteacher) pupil progress meetings
- Report to governors on attainment and progress (in conjunction with the headteacher)
- Be the contact for the LA and DFE regarding assessment arrangements

Phase Leaders will:

- Check and collate data for the phase they are responsible for, including preparing pupil progress documents
- Organise and lead moderation of assessment for their phase once a term
- Attend cluster moderation events

Subject Leaders will:

- Review and develop assessment in the subject they are responsible for
- Review assessments at least termly and use assessment data to identify strengths and areas for development in their subject.
- Report on progress and attainment in their subject as part of their annual subject review
- Monitor slides, lessons, books and assessments in their subject to ensure effective use of formative and summative assessment
- Deliver training on assessment in their subject
- Keep up to date with research and development in assessment in their subject

Teachers will:

- Assess children's work and progress as outlined in this policy.
- Maintain assessment records in line with this policy
- Follow all assessment procedures outlined in this policy for all subjects that they teach
- Assess each child effectively and accurately taking account of the child's individual needs
- Use the information they gain from formative and summative assessment to inform their planning and teaching of all children
- Complete summative data on the school's chosen data platform SONAR as directed by the Headteacher or Assessment Lead (DHT).

- Maintain SEN Learning plans including assessment against targets as directed by the SENCO.
- Attend in school and local cluster moderation meetings

Evaluation and Quality Assurance

The Assessment Policy outlined above will realise its stated aims if:

- Staff understand what is expected of them and carry out their responsibilities
- The process of assessment has a direct impact on teacher's planning
- The process helps to raise the level of achievement of children
- Staff new to the school and ECT's discuss this document and its implications
- The results achieved on statutory tests are broadly in line with end of stage teacher assessments
- All children are able to access assessment arrangements

Other documents relevant to the assessment process

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Feedback and Marking Policy
- Early Years Teaching, Learning and Assessment Policy
- Inclusion Policy
- Individual Subject Policies

Written by: Catherine Lawrence March 2023

Appendix 1: Assessment information for Individual Curriculum Subjects

Subject	Formative Assessment	End of each Unit/ Term	End of Year additional
English Reading		Y2 and Y6 old SATS papers Reading Test Salford Reading Test Formative and Summative assessment on SONAR	Y6 SATS
English Phonics		Little Wandle Assessment (every 6 weeks) Rec, KS1 and KS2 children still receiving phonics teaching.	Y1 Phonics Screen Y2 Resit Phonics Screen
English Writing		Teacher Assessment of final written piece Formative and Summative assessment on SONAR	Y6 Teacher Assessment against NC criteria
English Spelling and Grammar		Weekly spelling test Y6 old SATS test	Y6 SATS
Maths		Y6 old SATS papers End of term White Rose Assessments Y1 end of topic assessments in Autumn and Spring Formative and Summative assessment on SONAR	Y6 SATS Y4 MTC Y1,2,3,4,5 - White Rose test
Science		End of unit quiz Formative assessment on SONAR for unit taught and working scientifically	Summative assessment on SONAR
Computing		KS1 – on going evaluation of progress evidence through floor books KS2 – An end piece of work produced for each unit and assessed against the standards.	
Geography		End of Unit quiz	Formative and Summative assessment on SONAR
History		End of Unit Quiz	Formative and Summative assessment on SONAR
Art		Review and evaluation of unit against progression map	
DT		Review and evaluation of unit against progression map	

Music		Review and evaluation of unit against progression map	
PE		End of unit assessment on Complete PE	
RE		Formative assessment using SONAR at the end of each unit.	
Spanish		End of unit quiz.	
PSHE		On going teacher assessment	