



# Assessment Policy

## Core Values

Readiness

Resilience

Respect

## School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

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## **Values**

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a child's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the learning of the pupil.

## **Policy Aims**

- To clarify the expectations of assessment in line with the new National Curriculum and the implementation of Assessment without Levels.
- To monitor and record the attainment and progress of individuals, groups and cohorts.
- To use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention.
- To inform parents and the Governing Body about progress and attainment.
- To ensure a consistent approach to measuring progress towards and against national standards.
- To improve standards of attainment for all children, supporting the school in reaching its achievement aims.

## **Types of Assessment**

### **Formative**

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes and success criteria are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

### **Summative**

Summative assessments will be used to monitor and support children's performance. Test materials are used to support teachers with making accurate teacher assessment judgments. These assessments are carried out periodically throughout the academic year, normally occurring at the end of a unit of work or towards the end of every term (six times per year). Summative assessments are also used to monitor

the performance of individuals, groups and cohorts as well as identifying gaps in knowledge and next steps for planning.

### **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. 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 Standardised Summative Assessments will be used:

- Phonics Screening (Year 1)
- Key Stage 1 SATs (Year 2)
- Key Stage 2 SATs (Year 6)

### **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 with special education needs and any requirements for support and intervention.

### **EYFS**

Within early years adults will assess children's progress on a regular basis, teacher assessment is ongoing and will be evidenced using online learning journals. Arbor will also be used to input data every term, including a baseline in the Autumn term. Reception and nursery also keep evidence in mark making folders. In Reception, Arbor may be used more regularly for certain groups of children identified by the teachers.

### **Arbor**

The expectation is that teachers access Arbor to track children's progress against their year group standards on a regular basis in English and Maths. Assessment of children's progress is an ongoing process, the Senior Leadership Team (SLT) can log in to Arbor at any point during the school year to check on a cohort's progress, however SLT will request Arbor data from teachers three times a year. Please see the assessment cycle for more detail.

### **GL Assessments**

GL Assessment is one of the leading providers of summative

assessments in the UK and their robust assessments are standardised against the results of 85,000 pupils and based on the new National Curriculum. GL Assessment Progress Tests are used in English and Maths for Years 1 – 5. The Progress Test Series are designed for use year-on-year, supporting teachers in their own judgements, identifying current levels of attainment against the national average, and tracking their pupils' progress. GL Assessments mark all the test scripts and produce comprehensive reports thus not adding to teacher workload. The year-on-year nature of the Progress Tests will enable teachers, SLT and Governors to track the progress of our children in a standardised way throughout their academic career at Kender.

### **Pupil Progress Meetings**

All individuals and cohorts will be discussed and tracked throughout the year at Pupil Progress Meetings. The GL Progress Tests in English and Maths will help to inform the discussion as well as Arbor data and teachers knowledge of their children. Focus groups for 2017-18 are:

- More Able
- Pupil Premium
- SEND
- Emerging Learners

### **Communication with Parents**

Children's attainment and progress will be discussed at Parent Evenings which take place throughout the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at any point during the school year. Parents of Children identified with special educational needs (SEN) will be invited to meetings at various points throughout the school year.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

### **Assessment Cycle**

<b>Date</b>	<b>Type of Assessment</b>
September	GL Progress Tests in English and Maths (Years 1 -5)
December	Arbor Data Collection
March	Arbor Data Collection
May	GL Progress Tests in English and Maths (Years 1 -5)
June	Arbor Data Collection

### **Year 6**

Year 6 will use past SATs papers throughout the year, from these the Year 6 teachers can monitor progress, identify misconceptions and prepare the children to take their SATs in May.

## Appendix 1: Arbor Assessments & Timings

Assessments for reading, writing and maths should be based upon a combination of teacher judgement (discussions with children and reviewing work in their books) and end of unit work.

### Recording Progress

In each year group, we teach the National Curriculum for that year – therefore **all** children are learning the objectives for the year group are initially classed as 'emerging'. The only time this differs is for children who have Special Educational Needs – depending on their need they might be taught objectives from earlier year groups curriculum, this will be appropriately matched to their cognitive level.

If a child is below emerging for the relevant year group, they will be put on Arbor with a different group of year expectations.

Pupils are assessed to be Emerging, Expected, Exceeding or At Depth in the year group programme of study.

<b>Under Emerging</b> 0 – 33%	<b>Emerging</b> 34% - 69%	<b>Expected</b> 70% - 85%	<b>Exceeding</b> 86%-99%	<b>At Depth</b> 100%
A child is working below year group expectations but is not yet Emerging.	This is below the expected standard of depth of application and understanding	This is the expected standard of depth and understanding. Average application of learning.	This is above the expected standard of depth of application and understanding Good application of learning	This is well above the expected standard depth of application and understanding Very good application of understanding

### Timing of Assessments:

Assessments should be completed at the following times:

#### Maths:

Assessments should be completed at the end of each unit of work e.g. Place Value

\*Years 1 – 6: teachers can use TestBase to design a test that assesses what has been taught during a unit of work or children can complete a Rising Stars end of unit test.

\* A weekly or biweekly Maths fluency/arithmetic test should be completed by all year groups.

\* In addition to other assessment information Year 2 and 6 teachers may also use past SATs papers to help assess how children are progressing against the interim assessment indicators.

**Writing:**

Assessments should be completed after a 'Hot Write'. Hot writes are at the end of a unit of writing and should be independent pieces of writing. The teacher does not model these pieces although children will have had support with their writing at the planning and re-drafting stages. Children in each year group should complete a minimum of 6 'Hot Writes' (one per half term) a year but may complete more.

**Spelling:**

A list of 10 spellings should be given out each week and they should be assessed by the use of a spelling test in Years 1 – 6.

**Reading:**

Reading assessments are ongoing and based on teacher assessment in Guided Reading sessions. Assessments are based on children's progress against the Rising Stars statements.

\* In addition to other assessment information Year 2 and 6 teachers may also use past SATs papers to help assess how children are progressing against the interim assessment indicators.

## **Appendix 2: Using Arbor to Record Progress**

- 1 Go to <https://kender.uk.arbor.sc/?/home-ui/index> and log in as normal
- 2 Students ⇒ Assessment ⇒ Curriculum Tracking
- 3 Use the drop down menu to select the area of curriculum that you want to record progress eg RS Y5 Maths Markbook
- 4 Click the classes at the top e.g. Y5B Rowling and Y5W Wilson and this will take you to the setting menu
- 5 Students in..... – remove the class that you do not want
- 6 Mark by ⇒ Statement ⇒ Module ⇒ Submodule ⇒ Save Changes  
eg Number ⇒ Number and Place Value ⇒ Save Changes

### **To Record Progress for a Group of Children**

- 1 Bulk Mark On
- 2 Click statement at top e.g. Count forwards and backwards... and all will become ticked
- 3 Mark ⇒ U (Under)/Em (Emerging)/Ex (Exected)/Exc (Exceeding) /AD (At Depth)
- 4 For individual children that are not that category tick them and then go back to Bulk Mark

### **To Record Progress for an Individual Child**

Click the child's name or type in in the search box eg John Apata ⇒ Curriculum Tracking ⇒ Markbook

### **To Record Progress for a Child Working Under Expectation**

- 1 Type the child's name in in the search box eg John Apata ⇒ Curriculum Tracking ⇒ Markbook
- 2 Select the curriculum next to the date