

Assessment Policy

The principles and aims of assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum that lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (on-going 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.'

Arrangements for the governance, management and evaluation of assessment

- The Head of Academy is responsible for ensuring the assessment policy is maintained and followed.
- The Head of Academy is responsible for weekly Y2/6 RAG meetings and monthly in other year groups.
- The Leadership team are responsible for monitoring the effectiveness of assessment practices in school.
- Subject leaders are responsible for monitoring their relevant subject and for using the assessments to challenge staff, set realistic and achievable targets and to ensure all children are making progress.
- Phase leaders will moderate assessments focusing specifically on target pupils and groups of pupils identified during RAG meetings.
- The SENCO will moderate assessments focusing specifically on identified SEND pupils identified during RAG meetings.
- Class teachers will carry out regular formative and summative assessments. This data will be used to inform teachers' assessments on the RAG. They will analyse assessments to inform

future planning and teaching and identify pupils who require further intervention. Class teachers regularly provide feedback to pupils (see Feedback and Marking Policy).

- Moderation will be carried out with colleagues from: our own academy, DELTA, pyramid schools and the LA.

How assessment outcomes will be collected and used

At Crookesbroom Primary Academy, we use a RAG rating system to assess children. This document is updated regularly. Teachers enter numerical values:

- 1 – pupil is accessing age-related learning with no intervention (RAG-rated green)
- 2:1 – pupil is accessing age-related learning with a small amount of intervention (RAG-rated green)
- 2:2 – pupil is accessing age-related learning with a lots of intervention (RAG-rated amber)
- 3 – pupil is not accessing age-related learning (RAG-rated red)

Staff meet with the Head of Academy/Assistant Principal to discuss their RAG.

- Ongoing assessments of maths, reading and writing inform judgements of individual pupils' attainment which are entered onto the RAG.
- Leaders will analyse the data by class, subject, vulnerable group etc.
- The Head of Academy and Leadership Team will scrutinise the data and identify target pupils/groups.
- Class teachers will provide bespoke intervention for pupils/groups not on track and for those working significantly below or above ARE.
- Pupil achievements and next steps will be shared with parents termly during pupil-led meetings and on end of year reports which are written by staff and pupils.
- Data will be submitted monthly for year 6, and termly for other year groups, to DELTA in a format specified by the trust.
- Leaders will report termly to the Education Advisory Board.
- The Head of Academy will report monthly to DELTA at monthly CEO meetings.
- Class teachers will moderate with colleagues from: DELTA, pyramid schools and the LA.
- Assessments for end of EYFS, End of KS1 and end of KS2 will also be moderated externally every 2/3 years by the LA.

Staff have created and are trialling a RAG document to assess non-core subjects. Alongside this, knowledge organisers are also being trialled. We want to ensure children leave us with the relevant skills and knowledge linked to each curriculum area.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

- Senior Leaders keep abreast of good practice.
- Senior Leaders will ensure that staff have access to professional development opportunities on assessment.
- Professional development meetings provide updates and support with assessment.
- More experienced and UPS staff provide support to less experienced staff.
Assistant Principal trained as Y6 LA moderator supports staff in-school and provide updates.
- School staff attend networks – DELTA, pyramid and LA.

Day-to-day in-school formative assessment (Assessment for Learning)

At Crookesbroom, formative assessments are used for the following purposes:

- To help pupils to measure their knowledge and understanding against learning objectives; and help them identify their strengths and areas for development.
- To provide parents with a broad understanding of their children's strengths and areas for development; what they need to do to improve and how parents can support.
- To enable teachers to know on a daily basis what their pupils can and cannot do; to inform teachers' planning in terms of which pupils require more support and those which require the opportunity to develop their mastery/depth of knowledge and understanding. It also allows teachers to evaluate their teaching of particular areas to plan future lessons accordingly.
- To ensure that pupils not making expected progress and those working at greater depth are accurately identified and targeted for intervention to close gaps or deepen understanding.

At Crookesbroom, the following formative assessments are used:

- Questions (differentiated to meet the needs of all learners) and answers in class.
- Marking, feedback and pupil response using: tickled pink, green for growth and purple polishing. **(Refer to Marking Policy)**
- Observational assessment. In EYFS daily observations (evidenced in Tapestry and books) are carried out by all foundation stage staff. Formal half-termly Read Write Inc assessments of phonic are carried out. Successes are recognised in home learning through Tapestry (parent comments) and weekly challenge books. EYFS also assess against Characteristics of Effective Learning; this is evidenced in individual purple topic books.
- In maths, diagnostic 5 questions are used every session to ensure pupils are appropriately challenged or supported.
- Pupils' attainment in individual sessions is assessed using a RAG system on year-specific ITAFs for reading, writing and maths in Year 1 – 6.

In-school summative assessment (Assessment of Learning)

At Crookesbroom, in-school summative assessments are used for the following purposes:

- To help pupils understand how well they have learned and understood an area/topic of work. To provide them with feedback on strengths and areas for development. To become familiar with tests, test conditions, working to strict times, etc.
- To inform parents about achievement - their children's strengths and areas for development; what they need to do to improve and how parents can support.
- To enable teachers to evaluate pupil learning at the end of a unit/topic of work and the impact of their teaching; both of these inform subsequent planning.
- To enable leaders to monitor the performance: of groups, cohorts and within subjects. This helps to identify where intervention is required and to work with teachers to target the appropriate support to ensure expected progress and attainment are achieved.

At Crookesbroom, the following in-school summative assessments are used:

- Practice tests for Y1, Y2 and Y6 in preparation for Y1 Phonics and end-of-key-stage tests
- Termly published tests for Y1, 3, 4 and 5

- Reviews for pupils with SEND
- Short end of unit/topic tests: times tables, key words etc
- RWI – speed sounds and key words.
- LEAP Speech and Language assessments
- EYFS – F1: aspects test. F2: CEM baseline assessment. LEAP Speech and Language assessments

Nationally standardised summative assessment (Assessment of Learning)

At Crookesbroom, nationally standardised summative assessments are used for the following purposes:

- To provide pupils and parents with information on how pupils are performing in comparison to pupils nationally.
- To provide parents with information on how Crookesbroom is performing in comparison to schools nationally.
- To help teachers understand national expectations and assess their own performance against them.
- To enable leaders to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

At Crookesbroom, the following nationally standardised summative assessments are used:

- CEM Aspects baseline test for F1 on entry and exit.
- CEM Base baseline test for F2 on entry and exit.
- Year 1 Phonics Screening
- National Curriculum teacher assessments at the end of Key Stage 1.
- National Curriculum tests at the end of Key Stage 2.

Implementation

This policy was developed with all staff. It is a working document which will continue to be adapted and amended as necessary.

Policy amended on December 2017

To be approved at Spring Term EAB

Review date: December 2018