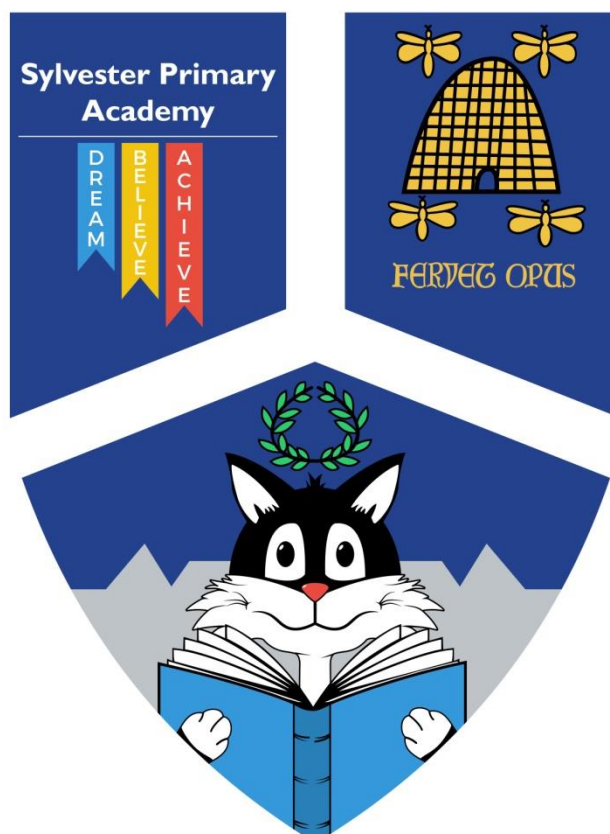


Assessment Policy

Sylvester Primary Academy



Approved by: Local Governing Body

Date: September 2022

Last reviewed on:

Next review due by: September 2025

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- Teacher Workload DfE Report
- Ofsted Inspection Schedule for Schools
- Teachers Standards

3. Principles of assessment

Assessment at Sylvester Primary Academy is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. It helps us to ensure that teaching is appropriate and that learners are making expected progress, providing a framework for setting educational objectives, monitoring and communicating children's progress. At Sylvester Primary Academy, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson and over time. We have a continuous and systematic assessment system in place across school.

This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. This policy should be read in conjunction with our Marking and Feedback Policy.

The key assessment principle for Sylvester Primary Academy is to ensure that the purpose and the use of assessment and data is clear, relevant and in-line with school's aims and values. Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment -formative and summative- and within this, our aims are:

- To gather, only necessary, information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning and to ensure that effective interventions are in place.
- To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.
- To provide information for planning, teaching and curriculum development, as well as part of our SEND monitoring and interventions.
- To ensure that assessment procedures are fair and consistent for all pupils.
- To inform parents of their children's progress at parent consultations in the Autumn and Spring terms and through an annual report in the Summer Term.
- To ensure that efficient assessment and recording are key parts of Sylvester's Appraisal Policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targets

4. Assessment approaches

At Sylvester Primary Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Sylvester, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.

- Questioning is a main part of any classroom teaching and at Sylvester, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Self-assessment and peer-assessment is used throughout a variety of sessions, where children can, for example, use linked or other strategies to work out if their, or their work partners, original response or answer is correct.
- Learning objectives are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Oral feedback, alongside or in place of marking, also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson objective and success criteria.
- Teachers and children reflect on performance and set targets for further development.
- On-going formative assessment, provides the evidence for the basis for making foundation subject assessment judgements at the end of each term. Ongoing formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

4.2 In-school summative assessment

Assessment, at Sylvester, serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

Children are continually assessed against their age- related expectation with: 'at' being the expected, 'below' being those children who have not met their age related and 'above' being the children who are working within their age-related expectation at greater depth. Where a pupil is assessed as exceeding the relevant criteria in a subject for that year, they will also be assessed against the criteria for Greater Depth standard. Assessment judgements are recorded termly on Insight tracker and backed by a body of evidence. At

Sylvester Primary Academy, we use the outcomes of assessment to check and support our teaching standards and help us improve. Working with other schools in the Wade Deacon Trust, is crucial in this process, along with using external tests and assessments. We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. This assessment criteria is derived from the school curriculum, which is composed of the National Curriculum objectives. The achievement of each pupil is assessed against all the relevant criteria three times per year, at the end of the: Autumn, Spring and Summer terms, created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. At Sylvester, no one resource is used to base in-school summative assessment, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below by subject:

In maths:

➤ NFER end of term assessments are used at the end of each term to support teacher assessment. In Year 6, previous SATs papers will be used in the Autumn and Spring Terms. These assessments allow teachers to make informed judgements along with work within books and discussions how a child has performed over the term. The outcome will be recorded on Insight Tracker as 'below', 'at' or 'above' the expected standard.

In reading:

➤ NFER end of term assessments are used at the end of each term to support teacher assessment. In Year 6, previous SATs papers will be used in the Autumn and Spring Terms. These assessments allow teachers to make informed judgements along with work within books, reading records and discussions how a child has performed over the term. The outcome will be recorded on Insight Tracker as 'below', 'at' or 'above' the expected standard.

In writing:

➤ Independent writing tasks take place during each half term from years 1-6. These tasks, along with other pieces of independent writing, are used to make a judgement on a child's writing outcome. Cross -Trust moderation of writing takes place to support teacher assessments. Writing conferencing takes place on a termly basis, to ensure that pupils are fully involved in the assessment process. The outcome will be recorded on Insight Tracker as 'below', 'at' or 'above' the expected standard.

In science:

➤ Formative ongoing assessments will take place in science, supported by the PLAN science resources. These assessments will allow teachers to make informed judgements along with work within books and discussions on how a child has performed

over the term. The outcome will be recorded on Insight Tracker as 'below', 'at' or 'above' the expected standard at the end of each term.

In all other curriculum areas:

- Ongoing formative assessments across the term will be used to make a summative teacher assessment at the end of each term. The assessments will be recorded on Insight Tracker as 'below', 'at' or 'above' the expected standard.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve good progress and attainment
- **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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics Screening Check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage KS1 (Year 2) and KS2 (Year 6)

5. Collecting and using data

At Sylvester Primary Academy, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data at Sylvester.

- We ensure that data collected is clear and focused on our school audience. The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.
- At Sylvester, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based upon a range of evidence for each term.

- We ensure that the collection of data is proportionate. Each term, teachers enter their judgements onto Insight Tracker. Entering data onto Insight, is incorporated into staff meeting time and becomes part of our normal working hours.
- We ensure that analysing data is central to the collection and improving future teaching and learning. Once the data has been entered on to Insight, analysis documents are produced for each year group and class. This data analysis includes progress and attainment information for all pupils. Pupil progress meetings between Senior Leaders and teachers are held, ensuring that time is dedicated to the performance of the cohort, groups of learners or individual children. From this, teachers identify the focus for their following teaching and intervention. The data collected is shared in school with relevant staff and also communicated with parents in parent consultations and on school reports. A whole school review of data will form part of SLT discussions and governors' meetings each term.

6. Reporting to parents

Reporting to parents and carers is a fundamental part of our assessment practices at Sylvester to encourage, engage, motivate and improving future learning. Assessment data is reported to our parents in the form of both consultation meetings and written reports. The format for reporting to parents is outlined below:

- Autumn term consultation meeting discussions surround details on attainment and progress performance over the term, attendance data and future learning targets.
- Spring term consultation meeting discussions surround details on attainment and progress performance over the term, attendance data and future learning targets.
- Summer term, end of year reports and optional parents' consultation meetings provide a summative report of pupils' attainment and progress across the year in all areas of the curriculum.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, including the total number of possible attendances for that pupil, and the number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of KS1 and KS2:
 - Outcomes of statutory National Curriculum teacher assessments
 - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'

- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties. PIVATS is used as a system for recording the attainment and progress of SEND pupils.

8. Training

A range of training is accessed to provide continuing support on the development of school assessment procedures and developments on a regular basis.

- Updates are communicated to all staff as and when is necessary.
- The Principal, SLT and subject curriculum leaders are responsible for keeping all teachers up to date with advances in school assessment and ensuring that staff have access to continuing professional development opportunities in assessment.
- Methods for assessment and recording are monitored amongst all staff as part of the school's monitoring cycle
- We stay abreast of good assessment practice by keeping up to date with assessment research, working alongside other schools and sharing good practice

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Principal

The Principal is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed every three years by the Local Governing Body. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team are responsible for ensuring that the policy is followed.

The Senior Leadership Team and subject leaders will monitor the effectiveness of assessment practices across the school, through: moderation, learning walks, lesson observations, book looks, curriculum reviews, pupil voice interviews and pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy