

## Document Status

Date of creation/review	Reason for review	Date of next review	Reviewer/Approval Body
Sept 2019	YEAT Policy Cycle	Sept 2020	Trustees <b>SILG</b> FRAR LGB LGB-Finance CEO Headteacher

## What is assessment?

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

### Principles of assessment are: -

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of attainment and increase progress
- to identify children for intervention
- to inform parents and other interested parties of children's outcomes
- to complete a critical self-evaluation of the school

## Assessment for Learning

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*Assessment for Learning is a natural part of teaching and learning which constantly takes place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and can identify a child's next steps in learning. This information should be shared with pupils in a child-friendly manner.*

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To achieve this, we will:

- Assess pupils according to Age Related Expectations
- Adjust plans to meet the needs of the pupils, providing additional support and resources and differentiating objectives if essential
- Ensure pupils are aware of the learning objective for the lesson and provide a clear set of success criteria to judge their work by
- Encourage children to self and peer assess, enabling them to evaluate their progress so that they understand the next steps they need to make
- Set appropriate, yet challenging writing targets to be used across the curriculum, reviewing these on a regular basis and discussing them with pupils so that they are involved in the process
- Share ARE with parents to include them in supporting their child's learning
- Mark work so that it is constructive and informative in accordance with the school's marking policy
- Incorporate both formative and summative assessment opportunities in medium and short-term planning
- Use outcomes from tests & teacher assessment to inform future planning

## Statutory Assessment

The department for Education instructs schools to carry out statutory assessments at the following points in child's education:

**Reception** – Early Years Foundation Stage Profile

**Year 1** – Phonics Screening Check

**Year 2** – End of KS1 Statutory Assessments

Phonics Screening Check (Selected pupils only)

**Year 6** – End of KS2 Statutory Assessments

These assessments will be carried out in line with the Government's assessment arrangements and procedures and are open to both statutory moderation and monitoring.

## Internal Assessments

Additional internal assessments will be used gain regular, accurate judgements about children's attainment and to track the progress they make. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging, and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

## Early Years

Children's learning is assessed against age descriptors throughout the year, as part of the Early Years Foundation Stage Profile. At the end of the year judgements are made against the Early Learning Goals.

## Years 1 – 6

Subject	Test	Teacher Assessment
Reading	Rising Stars Reading Tests Question Level Analysis	Notes from individual reading or group guided reading sessions. Marking of written responses to texts recorded in children's English books/ reading journals Marking of responses to comprehension exercises
Writing	n/a	A writing assessment grid is highlighted to demonstrate children's acquisition of the age-related expectations. Termly or half-termly, teachers make judgements about children's writing attainment.
Maths	PUMA Termly Maths Tests White Rose Half Termly Tests	Notes from practical activities carried out with children Recorded work in children's books
Science	Science Assessment is under development and forms part of Science Subject Leader Action plans	

## Online Tracking

BromCom Information Management System will be used to track pupil's attainment throughout the year.

In Reading, SPAG and Maths, test scores will be recorded half termly. BromCom marksheets will automatically generate a judgement based on this score to indicate whether the child has reached the expected level on each test.

In Writing, teachers will make a summative judgement based on each child's assessment grid. There are seven possible judgements: Low entering, entering, low developing, developing, low secure, secure and mastery. The expected standard for the end of the year is 'secure'.

## Progress Measures

Reading, SPaG and Maths: The test demand increases both within tests and across the year, which means that tests at the beginning of the year are easier than those at the end of the year. Therefore, if a child maintains a similar test score throughout the school year, they have made expected progress. If a child's test score increases putting them closer to or within a higher attainment band, they have made accelerated progress.

Writing: Expected progress would be for a child to maintain the same judgement from one year to the next e.g. Y3Secure to Y4Secure. Accelerated progress would be for a child to increase to a higher judgement e.g. Y3 Developing to Y4Low Secure.

NB: As mastery is the highest judgement, you cannot Y3Mastery to Y4Mastery would still be considered a high rate of progress.

Other evidence such as quality of children's work, their response to teacher's marking and feedback and pupil voice should also be taken into consideration when judging progress.

## Tracking Attainment and Progress in the Early Years

Each school will ensure that an accurate baseline assessment is made for children at their point of entry into school. Their attainment and progress will be tracked at least termly.

## Analysis and Pupil Progress Review Meetings

Information gathered from assessments will be used to:

- identify percentages of children working at each level within a cohort
- review progress and targets for individuals and groups of children (e.g. boys, girls, SEN, Pupil premium, high prior attainers, etc.)
- Identify and plan intervention groups
- work with colleagues to moderate and level writing at least every term
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Pupil progress meetings will be held at least termly to enable the teacher(s) to collaborate on this process with colleagues and senior leaders.

## Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will:

- Report to Parents verbally at least twice per year at Parent Consultation meetings
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The YEAT Assessment lead will:

- Formulate the school's assessment policy in consultation with other stakeholders
- Review the policy regularly in the light of statutory requirements and the needs of the trust
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle

The Headteacher or designated lead in each school will

- Maintain the tracking information and consult with all staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

## Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We will:

- Ensure that tests are used in a consistent and fair manner across all schools
- Meet regularly to moderate writing, at least termly across all YEAT schools
- Participate in all statutory moderation exercises
- Use planning, work scrutiny and pupil conferencing to further moderate pupil outcomes
- Ensure there are sufficient records to back up teacher assessments (recorded work, teacher notes, planning, etc.)