



Lighting the fires of our future

Manor Primary School

Assessment Policy

Adopted by Governors: November 2021

To be reviewed: November 2023

The principals and aims of assessment:

Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

a. Assessment places achievement in context against nationally standardised criteria and expected standards.

b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.

c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

a. The purpose of any assessment process should be clearly stated.

b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

5. Assessment is consistent.

a. Judgements are formed according to common principles.

b. The results are readily understandable by third parties.

c. The school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for:

a. pupils in developing their learning;

b. parents in supporting children with their learning;

c. teachers in planning teaching and learning.

Assessment must provide information that justifies the time spent for;

d. school leaders and governors in planning and allocating resources; and

e. government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

There are three broad overarching forms of assessment, each with its own purposes:

1. Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*

The primary principles and purposes of day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

2. In-school summative assessment, for example:

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about 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 continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*

The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Arrangements for the governance, management and evaluation of assessment:

The headteacher in consultation with teaching staff is responsible for maintaining the assessment policy and reviewing or updating it as necessary before governors adopt it. Senior leaders will govern the implementation of this policy in their cycle of monitoring and school evaluation. Moderation of judgements will be carried out in school as part of the assessment cycle (*see appendix 1*) and with external agencies such as other schools and the local authority.

Judgements will constantly be made as to what assessments are effective and manageable for teaching staff and what level of recording is effective and manageable.

How assessment outcomes will be collected and used:

As part of day to day teaching and learning there will be regular use of formative assessment through, for example, observations, questioning and review of work in books. Most of these outcomes will not need to be recorded as this would be impractical and time consuming. It is far better that a teacher spends time correcting a student's misconception than recording it. To this end

for example, we have arranged our daily timetable to allow teaching staff to quickly review which children have or have not understood the learning objective from a maths lesson and to provide them with appropriate follow up challenge or intervention accordingly within the same day. Teachers will then only need to record those children who still did not master the concept to inform future teaching and planning.

Summative assessment outcomes for published standardised tests (currently Rising Stars NCT) are collected termly and standardised scores are used to track the progress of children in reading and maths in our SIMS assessment tracker. Question level analysis is carried out and inputted into a spreadsheet that produces suggested areas for further support and intervention.

Formative assessment will inform targets or next steps that teachers regularly share with pupils and periodically with parents. Summative assessment will be shared with pupils, parents, the next teacher and can be anonymised and analysed for reporting to governors and outside agencies. This will be in the form of comparison of attainment against age expected attainment and national levels of attainment and progress.

Care must be taken where possible to avoid the dual and conflicting uses of assessment by teachers for planning next steps and for their own accountability for performance management.

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

As assessment practices develop and evolve it is the responsibility of the headteacher to make sure staff are kept up to date with good practice and professional development opportunities and that teachers follow the school agreed policies.

Approach to the different forms of assessment:

Day-to-Day in-School Formative Assessment

Assessment is an ever present element of excellent teaching in Manor Primary School. As a teacher is talking they are assessing the reaction of students to

what they are saying, skilful questioning is used to assess understanding and observation of pupil's actions and behaviours inform an ongoing picture in the teacher's mind of what the pupil's understanding, knowledge and skills are and what needs to be done next to progress them. Gaps and misconceptions are identified. This is the same for any child, no matter what their ability.

Formative assessment creates (or forms) the resultant actions by the teacher to move learning on, whether that child has delayed cognitive development or is highly able.

The steps in learning that a child with SEN or disabilities, including those with complex needs, is measured against may be individual to them depending on their needs and abilities. For example the 'engagement model' may be used.

Pupils themselves have a pivotal role in their own assessment. They are given opportunities to peer assess each other and give feedback. In self-assessment they are encouraged and guided to reflect on their own learning and what they feel confident in, then where they feel they need to improve next. Pupils are also expected to listen and respond to feedback, whether this is verbal or written.

In-School Summative Assessment

No one system of assessment is 100% accurate and a system reliant on teacher assessment is always going to be open to an element of subjective judgement or bias which needs to be guarded against. At Manor Primary School we use published tests such as Rising Stars' NCT to give us standardised scores for maths, Grammar Punctuation and Spelling and reading at various points through the year (see Assessment Timetable - Appendix 1). This allows us to triangulate our teacher assessment in our ongoing formative assessment judgements in SIMS and to moderate them.

The summative assessments described above are used to inform parents of how their children are achieving in school and to set and share targets for further achievement. This along with the rich formative data will allow interventions to be planned in a focused way and to plug the gaps identified. This information can be passed to parents to help foster effective home-school links and help promote home learning.

At Manor Primary School we are focusing on making children secure at each stage of the curriculum and ensuring mastery before they move on to the next year's curriculum. We want to avoid the 'race' through the curriculum that was common in the pre-2014 levels system with occasional gaps left in the foundations of learning. We aim to provide challenge and ensure depth of understanding in all areas before a child can move on to learning the curriculum of the year above their age group. For exceptional cases it may at some point become counter-productive to prevent a pupil from moving on to the next year's curriculum if they have mastered every element of their own with confidence and ease. In these cases we reserve the right to accelerate their progress through the curriculum while ensuring their mastery of each stage.

Appendix 1



Manor Primary School Assessment Timetable

Example subject to change

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|--|
| <p>EYFS Baseline Assessments WellCom screening for speech and language in EYFS Phonics assessment for EYFS and KS1 on Phonics Tracker – gaps identified, and interventions agreed and planned.</p> | <p>NTS maths, Reading and GPS assessments and uploaded to MARK (My Assessment and Reporting Kit) to identify gaps and intervention needs. Interventions (SHINE and other) agreed with SENDCo Phonics Assessments using Phonics</p> | <p>Phonics assessment for EYFS and KS1 On Phonics Tracker – gaps identified, and interventions agreed and planned. Star Reader Assessments</p> | <p>NTS maths, Reading and GPS assessments and uploaded to MARK (My Assessment and Reporting Kit) to identify gaps and intervention needs. Interventions (SHINE and other) agreed with SENDCo Phonics Assessments using Phonics</p> | <p>End of KS1 and 2 SATS tests Year 4 Times tables check EYFS moderation Phonics assessment for EYFS and KS1 on Phonics Tracker – gaps identified, and interventions agreed and planned.</p> | <p>ELG reported Year 1 Phonics screening Termly review of SEN targets and provision NTS maths, Reading and GPS assessments and uploaded to MARK (My Assessment and Reporting Kit) to identify gaps and intervention needs.</p> |

| | | | | | |
|--------------------------------|---|--|--|--------------------------------|--|
| Star Reader Assessments | Tracker for EYFS and KS1 Termly review of SEN targets and provision Star Reader Assessments | | Tracker for EYFS and KS1 Termly review of SEN targets and provision Star Reader Assessments | Star Reader Assessments | Interventions (SHINE and other) agreed with SENDCo Phonics Assessments using Phonics Tracker for EYFS Reports to parents with current assessment levels Star Reader Assessments |
|--------------------------------|---|--|--|--------------------------------|--|

Ongoing – weekly spelling tests; times tables tests; independent writes