



Assessment Policy

2020-21

Contents

Our vision for assessment

Formative assessment

- National curriculum and progress documents
- Marking
- Science assessment
- Self /peer assessment

In school summative assessment

- Teacher mark books
- Summative Testing
- Summative judgments of writing

Statutory summative assessment

- EYFS profile
- Phonics screening check
- KS1 SATS
- KS2 SATS

Monitoring progress

- Age standardised and scaled scores
- Target setting
- Assess and review
- Intervention

Reporting to parents

Children with Special Educational Needs

Roles and responsibilities

Appendix

Progression documents
Marking policy
Assess and review template

Our vision for assessment

We believe in the statement that **all forms of assessment should be used to improve teaching and learning.**

At Elmhurst we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Elmhurst is keeping up with external best practice

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

National curriculum expectations and progress documents

The National Curriculum and the Programmes of Study provide the backbone of our formative assessment framework but, as they are not ready to use as an assessment framework in themselves, we have developed a set of progression documents for each of the core subjects, closely connected to our L and L scheme as well as the programme of study from the national curriculum. These documents also provide the basis for all teacher assessments of children in the core subjects (literacy, maths and science), providing clear broken down statements of yearly expectations.

The progression document for each year group stipulates a benchmark standard for children on entry to that year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations. All progression documents are also organised by strand so that teachers can also see strengths and areas of development for different areas within a subject. ***(Please see Appendix for further detail)***

Marking

Marking is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs.

Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

The school has a specific marking code for both KS1 and KS2.

All work is marked as soon as possible, and where practical, in the presence of the child. All work done by the child should be acknowledged by the teacher.

Marking should be used to progress learning, therefore, where possible, teachers mark the content of the work and then extend the children further with an action. The school expects that core subjects will be action marked at least once a week and for non-core subjects, every other lesson. Children are given time to address these actions in the following lesson.

(Please see Appendix and Marking policies for further detail)

Self/peer assessment

In Literacy, we have a specific marking policy, which make the children active participants in their own learning. This process helps children to recognise their successes according to the taught criteria and to identify how to improve. We have found that this approach means that children are able to pinpoint their individual next steps in learning, rather than being given a generic target.

(Please see Literacy marking policy for further detail)

Science assessment at Elmhurst.

Like our other core subjects, science assessment takes place in two major ways. The backbone of the science assessment is the science progression document. This document is split by year group and is organised by core areas (biology, chemistry and physics) There is also a working scientifically strand. Within each strand, each year group has come up with the key big scientific ideas, linked to their taught content. Within each big idea are statements that explain what the children should be able to demonstrate. Children are judged to be WTS, EXS or GDS, according to how they meet these statements. We do not require a certain amount of statements to be ticked to achieve a certain standard. Rather, teachers use the document to help them form an overall judgement of science attainment for the year. The document is also used formatively; teachers plan from it to ensure all areas of the science curriculum are covered and met.

At the end of each unit, children also sit a test related to that topic area. The results of these tests help to inform the overall judgement for each child.

In Science, we also use topic based concept maps as a means of children showing their learning journeys. At the start of a topic, children explain what they know about a specific topic, then as the topic develops week by week, children add to their map using key words of annotated diagrams. A completed concept map provides a good indication of the level of a child's understanding and their development throughout a topic area.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

Teacher log books

We expect teachers to keep log books, either on paper or on line, detailing the results of mini tests given within the classroom. The results in teachers' log books will not be collected centrally, rather the purpose is to use this information formatively, to inform the next steps in each child's learning, to identify whole class areas of concern, and to help identify children performing above or below national expectations. During termly assess and review meetings, teachers should use this information to inform line managers of children who require additional support, so that support can be provided in a targeted and timely fashion.

The content of the log books will be as follows:

- Maths - results of mini unit tests, results of arithmetic tests, results of weekly x tables tests
- Literacy – results of weekly spelling tests, termly grammar tests, mini comprehension tests
- Science – end of unit tests

The log book can also be used to inform parents of children's areas of strength and weakness.

Internal summative tests

Children will be given formal tests in the core subjects of Mathematics, Literacy and Science at three points in the school year. Autumn term testing provides a baseline for the year, spring tests provide mid-year data to identify whole cohort progress and also children who need further support and intervention and summer tests give the final judgment for the year. Test results are collected in the early Autumn term, mid spring and late Summer. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results. In the Spring term, teachers will submit a teacher assessment only using the progression documents to support those judgments. Alongside this, we ask teacher to reflect on whether students are on track to meet their EOY targets. These results are all stored centrally and provide us with a whole school picture, which we can analyse in different ways.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. For Mathematics, Reading and SPAG we use the NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 115 will be deemed to be working at national standard. Children falling below the 99 mark will be deemed to be working towards a national standard and children falling above the 115 mark will be deemed to be working at greater depth. Scores below 80 and above 130 will be considered exceptional (as set out by the NFER), so these scores will be a way of identifying children falling significantly below or performing well above national expectations.

The shared language of testing in our school will be 'Expected Standard (EXS), 'Working towards National Standard (WTS) and 'Working at Greater Depth (GDS) Children working significantly below age related expectations will be marked as SBN.

Summative judgments of writing

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that

they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a fiction and non-fiction piece of writing to base their assessment on. They will then use the writing progression document to provide a summative judgement of writing at those three points in the year. Each child has a writing assessment folder, where copies of their writing will be kept and this folder will go with them through the school. This will show the progression of their writing from YN to Y6.

Statutory National testing

During their time in school children will sit four external national tests. These are as follows:

Reception – EYFS profile – submitted in June

Year 1 – Phonics screening test – June

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – June – internally marked and teacher assessment provided

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – June – externally marked. Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

Monitoring progress

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. A small proportion of children would be at National Standard already (achieving a scaled score of 100 or more in the Autumn tests). We appreciate that progress is not always linear and some children move on faster than others but by the Summer term, we would expect at least 85%-90% of children in each year group to be achieving the National Standard in the core subjects and around 25-30% should be working at greater depth.

As well as looking at this broad measure of progress, we also look in more depth at a child's standardised age score and calculate the changes within the score over the course of the year and year on year. This helps us to measure the progress that the child has made over the course of the year and from one year to another.

At the start of the year, we set end of year targets for each child and derive a target for the year group on that basis. We expect targets at National Standard for each year group to be roughly 85%-90%, with around 25%- 30% working at Greater Depth. The targets we set are more ambitious than the highest set by FFT. By end of KS2 we aim for around 90% at EXS in all subjects, 35% GDS in reading, around 40-45% GDS in writing and around 45% GDS in maths.

Assess and review

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the termly assessment cycle with an 'Assess and Review' process. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider issues that the whole group might be struggling and how they may address this in class, as well as thinking about individual

children and what can be done to support them. Members of the leadership team then meet with each member of staff and discuss each child. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up on individually. The relevant member of the Leadership team, alongside the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN or a social intervention. That child is then followed up on each term to monitor their progress.

Support and Interventions

In order to ensure that all children achieve, the school has established a rigorous catch up programme, tailored to the needs of the child. Some of our offerings are as follows:

Academic

- Daily 1:1 catch up sessions run each afternoon in literacy and maths, which focus on the specific needs of the child attending, informed by the school's progression documents.
- Daily, teacher led maths intervention across the whole school during maths sessions, where children who have not grasped a particular lesson are targeted immediately and supported by the teacher.
- An extensive 1:1 10 week tuition programme is available for KS2 children, again aimed at closing the gap and addressing their particular areas of improvement. Where possible this is with a member of staff. Tuition is either after school or on Saturday mornings.
- Teachers and TAs trained in the Numbers Count catch up programme.
- To target boys' literacy(one of our areas to improve), we have the Premier League reading stars programme running in Years 5 and 6.
- Weekly handwriting club for Years 3,4, 5 and 6
- Weekly times-table club in Years 3, 4 and 5
- Weekly grammar catch up with our literacy G and T teacher for those struggling in Year 5 and 6.
- Beanstalk reading volunteers (Years 4 and 5)

Learning or emotional support

- Speech and Language programme – children have a tailored programme to follow, delivered by a trained teacher or TA.
- Weekly social skills group for years 3,4,5 and 6 children.
- Weekly girls social skills group to develop confidence and communication in some of our vulnerable girls.
- Counselling service (2 days per week) for specific children.

Children with SEND

The school has a number of children who have specific and /or profound learning needs and who may therefore not be accessing the curriculum for their year groups. Those with profound SEND, who are working below the yearly progression documents, are assessed using the p scales. The SENCO is responsible for collecting their data. The class teacher and relevant 1:1 support staff are responsible for the upkeep of individual SEND children's records of progress and data. Their data will also be included on the centralised SIMS system. Those children moving on from the p-scales but unable to access the work for their year group will be teacher assessed using the school's progression documents. The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children. As part of the termly assess and review process, all phase leaders meet with the SENCO to discuss the progress of children with SEN and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. These actions are then reviewed and discussed in the leadership tracking meetings.

Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through newsletters, termly curriculum maps, homework tasks, reading journals, reports, open days, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents evenings are held in the autumn and spring and summer terms. A full report is sent to parents at the end of the year. The report will cover the child's performance in all National Curriculum subjects. In summer term a written progress report will communicate achievement; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths and Science. In Year 1 it will include details of the phonic screening. At the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG

Roles and responsibilities

The Head teacher/Head of School are responsible for...

- Overseeing standards of teaching/learning and assessment across the school

The leadership team are responsible for...

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching/learning and assessment within their phase
- Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENCO is responsible for...

- Collecting data for all SEN children
- Monitoring the progress of SEN children, using the Bsquared system

The assessment manager is responsible for...

- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Maintaining individual teacher mark books
- Reporting their child's progress to parents

The designated office staff are responsible for...

- Inputting relevant data in the school's SIMS system
- Supporting the assessment manager with data inputting or statutory assessment reports.