ASSESSMENT POLICY

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<th>Committee with oversight for this Policy</th>
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<td>Autumn 2018</td>
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Introduction

Following the removal of National Curriculum levels, Yew Tree Primary School is taking a considered and collaborative approach to introduce effective systems for both assessments for teaching and learning and for tracking pupils' progress.

We are working closely with other local schools through our 'Mosaic' collaborative and in partnership with Solihull Local Authority, to build a consistent approach to assessment. We have introduced and are refining a range of systems including: EYFS tracker, SIMS 1-6 tracker; Bright Pi maths assessment tracker and Teaching Toolkits English assessment tracker. The key questions being used to evaluate them are:

1. Can it be shared with pupils?
2. Is it manageable and useful for teachers?
3. Will it identify where students are falling behind soon enough?
4. Will it help shape the curriculum and teaching?
5. Will it provide information that can be shared with parents?
6. Will it help to track progress across the key stage and inform the next key stage.
7. Can it be used to inform intervention teaching?
8. Will it support planning and assessment of opportunities to ensure breadth and depth when learning.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have senior leaders who are responsible for assessment –CA Mathematics - NL in CA's absence/KW English /BK EYFS/RR whole school analysis

Our method of assessment

- Assessment 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.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
• Teachers will predict whether each pupil is on track to achieve the required standard by the end of each year on the SIMS EYFS -6 tracker. This will be reviewed and updated each term by teachers.

• The Assessment Leader (RR) will analyse the SIMS EYFS -6 tracker every term and provide feedback to the Leadership Team and Governors; detailed feedback to Scrutiny Governor sub-committee once a term.

• Early Years EYFS will assess pupils against Developmental Bands and make a judgement to whether a child is showing typical development for their age. At the end of Reception children will be graded to whether they are emerging, expected or exceeding within the Early Year’s curriculum and if they have secured a good level of development.

• Teachers will assess pupils against KPIs and OPIs throughout the year. Teachers refer to the interim frameworks and standardised exemplification materials to support judgements. They will be awarded a 1, 2 or 3 depending on whether their understanding and application is judged as low, secure or high.

• We complete an EAL profile of competence for pupils who are new arrivals to the UK or who are at beginner level of competency for speaking English. We track all pupils who have had EAL intervention against the profile of competency and use this as a measure of progress using an EAL pupil record.

• For those pupils meeting and exceeding the expected standards, we provide more challenging work that address both breadth and depth of learning.

• Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

• Assessment judgements are moderated by colleagues in school, by colleagues in our collaborative schools and wider schools in the Local Authority to make sure our assessments are fair, reliable and valid.

1. Assessment is an essential and integral part of effective teaching and learning. It is how knowledge is gained of pupils’ needs, achievements and abilities. Used effectively, it can significantly contribute to raising the attainment of every child.

The purpose of assessment is to provide information for a range of audiences.

Assessment at Yew Tree Primary School will be:

• Positive
• Manageable
• Useful and used
• Consistent
2. **Principles of assessment are:**

- To help teachers, parents and pupils plan their next steps in learning.
- To use the outcomes of assessment to check and support our teaching standards and help us improve.
- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.
- To provide information to inform the school's strategic planning through self-evaluation of standards.
- To inform parents and other interested parties of children's progress.
- To track individual progress.
- To identify children for intervention including those who are most able.
- To involve children with self-assessment.
- To help every child to reach their potential in terms of both achievement and attainment.
- To raise standards of learning.

3. To **achieve** this at Yew Tree Primary School, assessment will be used in the following ways:

- **Formative** (Assessment For Learning) - the information gained "forms" or affects the next learning experience.
- **Summative** (Assessment Of Learning) - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.
- **Diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evalulative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

4. **What is assessment for learning?**

   'Assessment for Learning' is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to get and how best to get there." (QCA and Assessment Reform Group 2002)

5. **What is assessment of learning?**

   Assessment of learning involves judging pupils’ performance against national standards. Teachers may make these judgements throughout or at the end of a unit of work, at the end of a year or at the end of a key stage.
6. When do we assess?

As well as ongoing assessing, the following summative assessments take place:

**EYFS**

- A 2 year old 'age and stage' check is conducted during the term of the child’s second birthday in our pre school provision.
- We make a baseline judgement at the beginning of Nursery and Reception. This is recorded on SIMS and is part of the Solihull Profile.
- We make a judgement at the end of Nursery to measure progress. This is submitted to Solihull. This forms part of the baseline for Reception for children who are staying at Yew Tree Primary.
- Because we gain a significant number of new children in Reception, we baseline them using the profile criteria.
- At the end of Reception, completed SIMS profile data is submitted to the DFE.

**KS1**

- Phonics reading screen at the end of Year 1.
- End of Year 1 assessments against age-expected expectations.
- External GL assessment of national standard - Y1 - May
- Phonic reading screen retakes at the end of Year 2 for children not reaching the required standard in Year 1.
- End of KS1 standardised testing in May/June

**KS2**

- End of year assessments against age-related expectations at the end of Years 3, 4 and 5.
- External GL assessment of national standard - Y3/Y4/Y5 - May
- KS2 standardised testing at the end of Year 6 including Teacher Assessment of writing and science

7. Target Setting

- Ongoing targets are set for each pupil. Targets are set for EYFS and Key Stages 1 & 2 and are agreed with our School Adviser and shared with Governors.
- We aim for our pupils to surpass the National average level of progress in Reading, Writing and Maths between KS1 and KS2.
- Progress is tracked using the SIMS 1-6 tracker and the Bright Pi and Teaching Toolkits assessment grids. Targets are reviewed to ensure end of key stage targets will be met.
8. Records

- Provision Maps are annotated by individual staff, including support staff, and information is used to support planning.
- Planning is annotated by individual staff to ensure that the information is used to inform subsequent planning.
- Marking also serves as a record of learning providing individual children with feedback and next steps in their learning. There should be a dialogue between teacher and child and teachers should ensure that the loop is closed by acknowledging pupil responses.
- Individual reading records and guided reading records enable teachers and teaching assistants to support children’s reading.
- Curriculum standards folders are kept in each Year Group and discussed and agreed at the end of year hand-over meeting.
- Foundation subject assessment grids updated termly for years 1 - 6.
- The annual report to parents serves as the end of year record and summarises progress, attainment and effort throughout the year.
- The SIMS EYFS -6 tracker is used to predict end of year outcomes throughout the year and then to assess whether children have attained the required standard.
- The Bright Pi and Teaching Toolkit assessment tools are used to assess against specific KPIs and OPIs.
- GL assessment and data reports.

9. Evidence

Records and evidence are used to inform planning and to track progress. The evidence we keep includes:
- Children’s ongoing work to show progress and curriculum coverage.
- Outcomes of observations to support teachers’ judgements (particularly in the Foundation Stage and KS1 during practical work).
- Photographs are annotated to demonstrate achievement in practical activities.
- SIMS EYFS-6 tracker
- Bright Pi and Teaching Toolkits assessment tools
- Photos and written evidence, including those on the school website
- Planning and work scrutiny with follow up monitoring feedback

10. Standardisation

- We standardise our professional judgements to ensure consistency in standards within and beyond the school. English and Maths work is moderated within and across phases and externally within our collaborative and wider Local Authority moderating events.
- Subject Leaders monitor standards in their subject through observations of teaching and learning, book and planning scrutiny and discussions with pupils.
- The Leadership Team monitor standards throughout the school. RB and CA are external moderators for the Local Authority.
• The Governing Body monitor standards throughout the school. They are invited to take part in monitoring work at school and each Governor is linked with a member of staff and a subject.

11. Home school links and reporting

Reporting is a two way process, involving both home and school. At Yew Tree, we value the support from our parents and believe that it is important to keep parents fully informed about every aspect of their child’s education.

We do this by:

• Meeting with the parents of the children attending our Dragonflies Childcare Wraparound to support the partnerships from an early stage.
• Inviting parents to an evening session to meet with staff and hear about the school prior to their children starting in reception.
• Making home visits as/when appropriate by our Child & Family Support Worker (CFSW).
• Regular curriculum workshops enabling parents to work alongside their children in school; at least one per class per term.
• Providing weekly newsletters to inform parents of school achievements, future events and dates for diaries, all of which are available on our school website.
• Children take reading books home regularly and are invited to record progress and questions in a Reading Record Book.
• Regular homework with ‘reflect back’/‘challenge forward’ scaffolding in EYFS and KS1 to encourage reflection on previous learning and preparation for learning ahead. Termly homework packs for KS2 are planned and resourced.
• Written reports which are sent home to parents towards the end of the summer term and are in line with statutory requirement.
• Inviting parents to parents’ evenings in Autumn and Spring, where information about their child’s learning and progress is shared and targets are discussed. There is a follow up Open Evening, on the day reports are sent home to parents in the summer term to allow additional feedback and discussion.

Weekly Celebration Assemblies to recognise progress, texts home for achievement and Gold Cards for positive characteristics of learning.

12. Transfer to Secondary School

The information that we transfer is as follows:

• The Common Transfer File as required.
• Individual Education Plans.
• Any other confidential or relevant information relating to health, special educational needs or personal circumstances. These are discussed with secondary colleagues at transition meetings.
13. Roles and Responsibilities

- The pupils are key to successful assessment at Yew Tree. They should be fully involved in the ongoing processes of reviewing their learning and finding strategies and solutions to move their learning onwards.
- The Governing Body has a general duty to ensure that the National Curriculum requirements including the statutory assessment and reporting arrangements are met.
- The Head teacher has a duty to secure the implementation of the National Curriculum requirements including the statutory assessment and reporting arrangements are met.
- The leadership team supports the implementation and evaluation of the school’s assessment policy and ensures that the statutory requirements are met. They also ensure that assessment is integral to curriculum planning and that assessment information is used to inform subsequent planning.
- The Assessment leaders organise and lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school. They also advise on the strategic use of assessment to evaluate school performance.
- Subject leaders support the implementation of the school’s assessment policy and monitor standards across the school in their subject.
- The Inclusion Leader supports the diagnosis of specific learning needs and coordinate appropriate support and the development of IEP’s.
- Teachers have a responsibility to set suitable learning challenges for all, respond to children’s diverse learning needs and overcome potential barriers to learning and assessment for individuals and groups of children in line with the school’s Local Offer.
- Teaching assistants support teachers in gathering evidence of achievement.
- Parents are encouraged to be involved in their child's learning by working in partnership with the school.