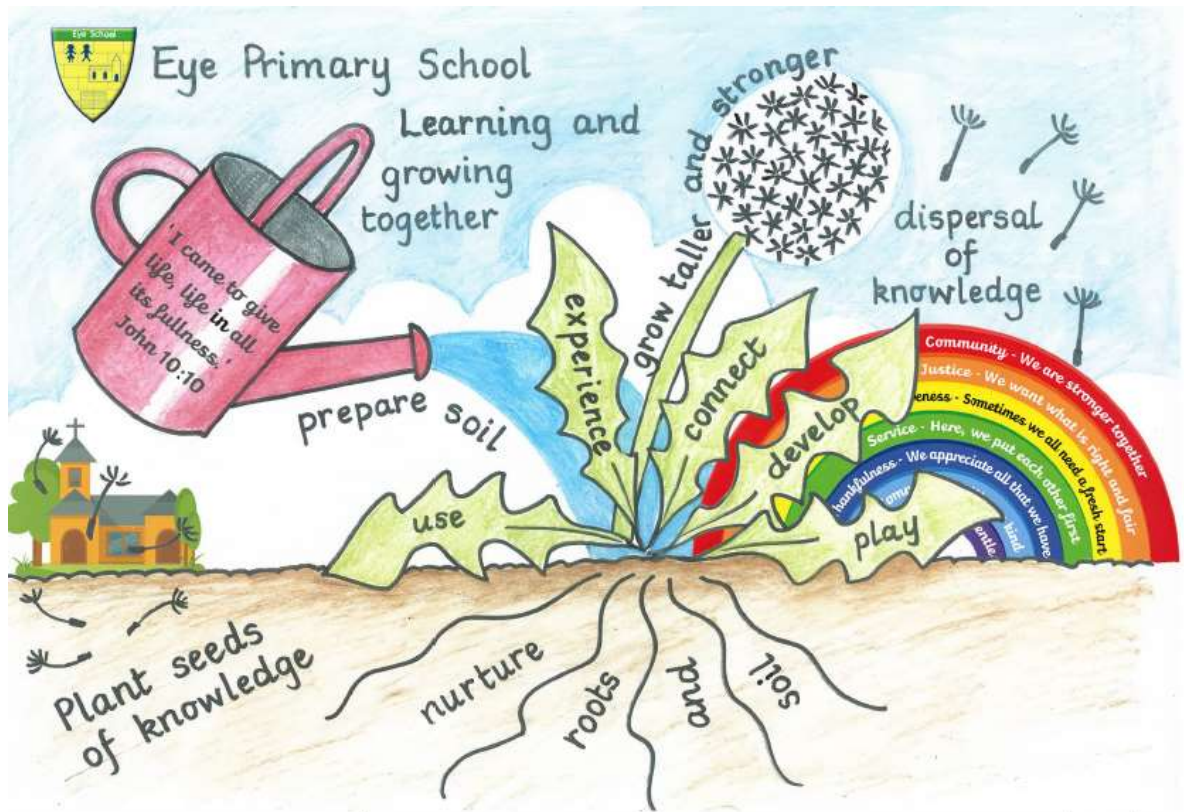


# Eye CE Primary School

## Assessment Policy



*Learning and GROWing Together*

*"I have come that they may have life, and have it to the full."*

*John 10:10*

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### 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

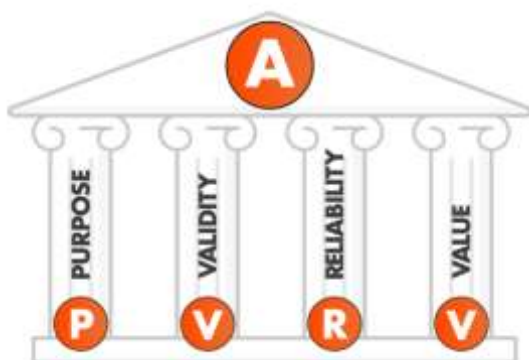
### 2. Legislation and guidance

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](#)

### 3. Principles of assessment



*The Four Pillars of Assessment, [Evidenced Based Education](#)*

An **assessment** is a means by which we can create a set of circumstances in which a student can represent their knowledge, skill and understanding in an observable form.

### **Principle 1 – Purpose**

These three steps are always at the heart of any robust and purposeful assessment:

1. The construct: What is the specific knowledge, skill or understanding (drawn from the curriculum) that we intend to assess?
2. The end use: What do we want to do - the interpretation, the decision or action - with the information generated by the assessment process?
3. The best tool: What and when is the most appropriate, effective and efficient way to assess in this instance?

Purpose is the most important of the four pillars of great assessment. We must know what we want to measure and why, in order to select the right tool to achieve our purpose.

### **Principle 2 – Validity**

Validity is a word that, in assessment, refers to two things:

1. The ability of the assessment to test what it intends to measure.
2. The ability of the assessment to provide information which is both valuable and appropriate for the intended purpose

Validity is all about the inferences we make based on the information generated.

### **Principle 3 – Reliability**

There are many factors that contribute to the reliability of an assessment, but two of the most critical for teachers to acknowledge are:

1. The precision of the questions and tasks used in prompting students' responses.
2. The accuracy and consistency of the interpretations derived from assessment responses.

We can improve **reliability** by:

- i. Using exemplar student work to clarify what success looks like in specific tasks
- ii. Blind-moderate samples of students' work to increase rater reliability and also offers a good professional development opportunity to share standards / reduce bias
- iii. Well-designed multiple-choice quizzes can be a reliable form of assessment and can offer diagnostic information to support teaching and learning activity.

### **Principle 4 – Value**

Assessment carries with it a high opportunity cost. We must ensure that our assessments add value to the learning process and do not take away from the curriculum time for any other reason.

## 4. Assessment approaches

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

We use three 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 (responsive) assessment

Effective in-school formative (responsive) assessment enables:

- › **Teachers** to identify and respond to 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

#### Our approach

One way of thinking about formative and responsive assessment is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement.

Five main processes take place in assessment for learning (afl), or as we like to refer to as *responsive teaching*:

- (i) Questioning enables a student, with the help of their teacher, to find out what level they are at.
- (ii) The teacher provides feedback to each student about how to improve their learning.
- (iii) Students understand what successful work looks like for each task they are doing.
- (iv) Students become more independent in their learning, taking part in [peer assessment and self-assessment](#).
- (v) Summative assessments are also used formatively to help them improve.

#### Research Grounding (summary)

[Black and Wiliam](#) argue that if teachers use formative assessments as part of their teaching, students can learn at approximately double the rate. [Hattie's research](#) also shows that using formative assessment in the classroom brings about real-world differences in learner achievement.

Following William's book, [Embedding Formative Assessment \(2011\)](#), he outlines five strategies that support the effective implementation of AFL. These are:

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

Very commonly, Wiliam presents these ideas in this helpful table, linking the strategies to core assessment concepts:

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

We also draw on the work of:

- Rosenshine's [Principles of Effective Instruction](#)
- Michael Chile's *Craft of Assessment (2020)*
- [The Great Teaching Toolkit Evidence Review \(2020\)](#)
- [EEF Teacher Feedback to Improve Learning \(2021\)](#)

As outlined in point 8, we will ensure that all of our teachers are confident in these pedagogical approaches and know their value. We do this through responsive PD and professional instructional coaching.

## 4.2 In-school summative assessment

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

### Our approach

*We have three summative data drop points: at the end of autumn, at the end of spring and at the end of summer terms. This data is inputted to our school data tracking system.*

*The data is analysed by leaders to provide questions at subsequent pupil progress meetings in each term, and to prepare support for teachers and their pupils in closing achievement gaps.*

We use the language:

- i. **WTS** (*Working towards the end-of-year expectations for the year group*)
- ii. **EXP** (*Working at the end-of-year expectations for the year group*)
- iii. **GDS** (*Working beyond and in greater depth of the end-of-year expectations for the year group*)

*In EYFS we use the language:*

- i. **WTS** (Working towards the EYFS milestones)*
- ii. **On Track** (On track to achieve the Early Learning Goal at the end of their Reception year)*

The staff gather evidence through observations and use their professional judgement to make a 'best fit' assessment linked to our EYFS milestones.

## **Mathematics**

We use [White Rose Maths](#) summative assessments to identify any gaps in our pupils' learning and class teachers respond to these gaps in their subsequent planning to ensure that these are closed. We also use the end-of-unit assessments as part of the bigger picture of progress to support with teacher judgements and gap analysis.

## **Reading**

We use standardised (on 10,000 pupils) termly assessments of NTS Reading from Rising Stars to benchmark performance and support with teacher judgements. Teachers will also use evidence from their fluency checks and daily reading teaching to support their judgements.

After administering NTS Reading assessments in Year 2-6 each term, teachers input the assessment results into MARK, an online assessment and reporting tool. From this, teachers can easily identify gaps in pupils' understanding with individual and group reports in MARK. Teachers then use the intervention programme SHINE to respond to pupils' areas of weakness from the assessments through a sequence of targeted learning sequences.

## **EGPS**

We use standardised (on 10,000 pupils) termly assessments of GAPS from Rising Stars to benchmark performance and support with teacher judgements. Teachers will also use evidence from their independent writing to support their judgements.

After administering GAPS assessments in Year 2-6 each term, teachers input the assessment results into MARK, an online assessment and reporting tool. From this, teachers can easily identify gaps in pupils' understanding with individual and group reports in MARK. Teachers then use the intervention programme SHINE to respond to pupils' areas of weakness from the assessments through a sequence of targeted learning sequences.

## **Writing**

Our pupils produce independent pieces of writing at the end of a sequence of learning. This can range from 2-4 weeks. We moderate our writing internally and externally with other schools twice a year.

We also ensure that Year 6 teachers engage in countywide moderation events with Peterborough City Council.

Our writing assessment progression framework is in line with [The National Curriculum](#) and Pathways to Writing.

## **Other curriculum subjects**

We use low-stakes, multiple-choice quizzes via online platforms such as [Carousel Learning](#), observations of physical executions of skills, and other planned independent outcomes to support with providing judgements on pupil achievement. We report on all curriculum subjects at the end of the year. Teachers upload information into our school tracking system at the 3 data drops.

*NB: All subjects have their own progression of skills and knowledge supporting documentation, which teachers can use to support with their teaching and assessment. Samples of these can be found on the school website. Full documents are located on our server.*

Our research grounding is based on [Evidence Based Education's](#) 'The Four Pillars of Assessment'.

### 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 sufficient 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
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

## 5. Collecting and using data

In light of [Reducing Teacher Workload](#), and our own high standards of wellbeing, we have three data drop points which leaders use responsively, as explained in point 4.

## 6. Reporting to parents

We will report to parents adhering to the [DFE guidance](#).

In autumn and spring term, we will invite parents for a Termly Learning Conference (TLC) to discuss their child's progress, and send home a summary of termly attainment.

In the summer term, we will invite parents to 'Reflect and Connect' / 'Curriculum Showcase' by looking at work together in school together and sharing achievements.

We will also send home an end-of-year report, which will provide:

- 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, which will include the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances



- The results of any national examinations taken, by subject and grade

## 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.

## 8. Training

Eye CE Primary School is committed to the professional growth of its staff.

We ensure that assessment training forms part of our annual CPD cycle, so that teachers are kept up-to-date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

It is the responsibility of the Deputy Headteacher and Assistant Headteacher to ensure that staff have access to CPD opportunities on assessment, and that relevant leaders support their phases. Leaders will read widely to ensure that they have a good understanding of assessment and assessment practice, and can lead their staff in effective implementation.

Team teaching and instructional coaching will be used, as required, to support our teachers in developing their formative assessment 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, particularly our link curriculum governor.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### 9.2 Headteacher

The headteacher 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



### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

### **10. Monitoring**

The Senior Leadership Team will review this policy annually. 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 and Phase Leaders are responsible for ensuring that the policy is followed.

The Headteacher/ Deputy Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson visits
- Learning walks
- Collaborative conversations / subject dives with leaders and teachers
- Pupil progress meetings