

Stradbroke Primary Assessment Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
David Bavington	Sep 2022	Sep 2023	Governing Body

This policy can be read alongside the 'Foundation Stage Observation and Assessment Policy 2022-2023'.

Principles and Aims (1)

This assessment policy is designed to support teaching and learning to enable secure and robust assessment procedures to be in place in school so they impact positively on the attainment and progress for all groups of pupils at Stradbroke Primary. All assessments are conducted to ensure they are purposeful in order to inform high quality teaching and learning for every child. This policy has been designed to enable a collaborative approach to assessment throughout the school.

We use a range of summative and formative assessments to support and enhance learning within our school and meet the statutory assessment requirements for the relevant year groups. We have a strategic school improvement plan in place that uses our assessments to ensure the best outcomes for all pupils.

This assessment policy is designed to support the needs of all groups of children in Stradbroke; we do this through Pupil Progress Meetings (PPM), data reports, learning conversations, SEN reviews, Individual Education Plans (IEPs) and daily dialogue between all stakeholders.

We are using PITA (Point in Time Assessment) as our preferred method of assessing the children's needs as well as the Interim Teacher Assessment guidance. In addition, we use the National Curriculum and Chris Quigley Milestones in order to plan lessons. PITA has been produced in-line with the End of Key Stage level descriptors in order to provide a more accurate assessment of how many children are assessed at each level at any given point in time. PITA allows our in-house assessments to be easily communicated amongst key stakeholders.

Some children are working significantly below their peers and are subsequently tracked using the Birmingham Toolkit (which breaks down the National Curriculum into smaller, more manageable steps). This system is used to support both planning and assessment and can be seen within planning and in children's books. We also use the Engagement Model for non-subject specific objectives.

Our children in the Integrated Resource (IR) have their progress tracked using B-Squared. This breaks down progress into smaller steps and allows us to track more accurately – and in finer detail – their progress, given the special and complex needs of these children, often working well below the national curriculum for their age. Their progress is also evident from their learning journeys and work books.

Arrangements for the governance, management and evaluation of assessments (2)

Formative (AFL – Teacher Assessment)

We work collaboratively as an SLT to ensure the policy is maintained and followed consistently within school. Assessment is shared with teachers through CPD, focused PDM and Key Stage/Phase meetings. The effectiveness of our assessment practices are evaluated through 'Deep Dives' into the Quality of Education (focussing on the Intent, Implementation and Impact of teaching and learning); these include book scrutiny, lesson drop-ins, planning scrutiny, monitoring pre and post teaching, where appropriate, to ensure all pupils are able to access the curriculum. Termly moderation for each core curriculum subject helps ensure the consistency and accuracy of assessment judgements as well as termly opportunities to moderate with colleagues from other settings. Assessments are used to reshape lesson planning so lessons best meet the needs of the learners.

Summative (Data gathering from formal tests / STAT / assessments / SEN reviews)

We start with an Entry Assessment using the 'EYFS Baseline Pilot' in FS and end of year FSP. In Y1, we complete the phonics assessments (if the child is capable of accessing the test independently) and those children who do not meet the national expectation are retested in Y2. We also complete the statutory assessments in KS1 and KS2 (NB: Some of the children in the IR do not take the tests but are still included in national data). We monitor the effectiveness of our assessment practices to ensure our judgements are accurate and effective by termly Pupil Progress meetings, termly moderation meetings with staff and end of unit assessments which are in line with the national curriculum that helps inform the summative judgements for each teacher. Each child is individually tracked using PITA across reading, writing and maths from Y1-Y6.

Information about how assessment items will be collected and used (3)

Formative (AFL – Teacher Assessment)

Pupils have feedback every day in some form either verbally or written. Reflection time is embedded into school practice and children are expected to respond to written feedback as and where appropriate (see Marking & Feedback policy). AFL is used to help reshape lessons and learning and can lead to children being asked to deepen their thinking so learning is embedded. Teachers use a range of formative assessment techniques to ascertain whether a child has understood or achieved the learning. This could include: entrance/exit self-assessment, probing questioning, observations, retrieval quizzes, cooperative learning strategies such as a child explaining learning to another to clarify understanding and many more. Common misconceptions are addressed in lessons so children are confident in their learning. The introduction of an Instructional Coaching model for CPD, which encompasses AFL-focused 'WalkThru' strategies, has further strengthened this area. Teachers are encouraged to continue to flexibly group pupils according to the outcomes from their prior learning and reiterate in all lessons that everyone can achieve.

Class teachers are responsible for maintaining assessment records on the children in their class. A data snapshot is taken for every child (Context Sheet), this is a record of what Level (PITA) the child is on at that time. This data is used at Key Stage meetings and Pupil Progress meetings to evaluate where children are in terms of their age-related expectation and how much progress has been made since the last data snapshot and/or statutory snapshot. It is also used to show the percentages of children 'On Track' to achieve ARE.

Data is shared with SLT each term. Key Stage Leaders then report data to governors at Full Governors meetings, following which Governors are invited in to school to focus on key School Improvement Priorities (Governor Monitoring Mornings). Information is shared with parents at parents' evening and via annual reports to parents. These assessments help to inform parents where a child's strengths and weaknesses lie and help set targets for improvement which they can assist with.

SEN reviews are held termly for children with SEND or any other child that a teacher or SLT may deem to be vulnerable to not making progress. Assessment information is shared with parents and carers and an action plan is written in response. SEN reviews are held termly with the SENCo or Inclusion Leader and parents and carers are invited to share information about their child.

PITA is our preferred method of assessment owing to its close correlation with the Interim Assessment Framework and the end of Key Stage SATs scores.

Our Interpretation

Grade	What to look for?
PKS	A child awarded a grade PKS is working at a level Pre Key Stage and would usually have significant cognitive delay, an EHC plan and/or be in the IR.
WTS	The grade WTS is working towards the expected level however these children struggle to embed concepts, almost always need scaffolding or support and cannot apply learning independently.
WTS+	WTS+ is a child who is on track to meet some of their end of year targets, but not all. They are not yet fully independent or consistent.
OT	OT is On Track to meet their end of year expectations because they are demonstrating an understanding of most of what they are learning and can apply it.
OT+	OT+ is a successful learner who is able to use new skills and apply them accurately and independently with few errors and demonstrates a deeper understanding of some concepts.
OTHS	On Track to reach the Higher Standard is as above however these children demonstrate a deeper understanding of most concepts.

We also use Post Assessment sheets in the wider curriculum. This involves questioning templates which are produced for the children to attempt at the end of each topic, therefore, showing the progress the children have made over the course of a topic. These templates also allow the children to access their short, medium and long-term memories through differentiated questions which focus upon repeated retrieval facts and deeper, critical thinking.

Summative (Data gathering from formal tests / PITA / assessments / SEN reviews)

At Stradbroke Primary School, we use summative assessment to evaluate pupils' learning and progress at the end of a period of teaching. This will allow teachers to modify plans and future plans for different cohorts of children and ensure they are meeting their needs. Teachers use independent extended writing to evaluate the pupils' learning at the end of a genre in writing, benchmarking and reading comprehension tests for reading and spelling and grammar tests for SPAG. We also follow the White Rose planning scheme for Maths and use their accompanying end of unit assessments as well. The introduction of termly reading assessments will further strengthen teachers' judgements, alongside benchmarking and in-class Guided Reading activities. The assessment tools can then be used to support judgements made for each child (ranging from PKS to OTHS for PITA). We also use observations of the children in Foundation Stage and also the IR (alongside B-squared) to inform judgements.

Parents and carers are given termly updates at Parent Evenings and in end of year reports on the achievement and progress of their child and compared with any national Age Related Expectations data which is available. Parents are also notified at annual reviews for any child with an EHCP. The use of commercially-produced materials can assist teachers with knowledge of national expectations and helps ensure greater accuracy of assessment.

Summative assessment allows SLT to monitor the quality of learning and teaching. It also allows cohorts of children to be monitored on their journey throughout school. It enables

resources to be targeted to the children who need it most, such as TA support and interventions.

SEND children have termly review meetings with the SENCo and/or Inclusion Leader. Targeted support is then allocated according to the outcomes of all the SEND reviews on a termly basis. Assessments are adapted to meet the needs of the child, this could constitute longer time to complete post assessment activities or through pre-teaching support so they can assess the curriculum at the same time as their peers.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently. (4)

At Stradbroke, we have a series of professional development moderation meetings for teachers to ensure assessment practices are consistent and staff are confident. The link between the components of teacher expertise – curriculum, pedagogy and assessment are parts of a CPD package which are delivered throughout the course of the year. New teachers will also be inducted into assessment practices and how they link to curriculum and pedagogy. There is also a series of CPD sessions designed to support Teaching Assistants as to how they can support learning and teaching in every classroom. These now more closely mirror the CPD priorities of Stradbroke's teaching staff. Support packages have been designed to ensure all staff are confident in marking and feedback to children.

Professional development meetings take place on assessment each half term for English, Maths and the Wider Curriculum, new information is shared at these and staff have the opportunity to have professional discussions on assessment, clarification of curriculum and share good practice on pedagogy. CPD continues to be focused on higher order thinking and reasoning skills in order to ensure key concepts are revisited and embedded. The Interim Assessment Documents continue to be used in order to inform medium term planning and to develop a consistent approach in school, as well as changes to statutory testing arrangements and expectations. We access moderation with other schools on a half-termly basis and this ensures we stay abreast of good practice and enables us to share our own. These meetings allow teachers to validate their judgements with other professionals.

Addendum: Coronavirus

Due to the impact of the global pandemic (Covid-19), schools have been forced to close for the majority of pupils on two separate, extended occasions throughout the last two last academic years. Because many children have missed a substantial amount of their education (and some, who are isolating, continue to do so), accurately assessing children upon their return to school in order to ensure that they are able to make rapid and sustained progress is of paramount importance. Upon returning to school, children throughout school will be immediately assessed using a range of formative and summative assessments across the curriculum in order to shape groupings/interventions (including gap-filling and pre-teaching), effectively differentiate and ensure children have the correct phonics and guided reading books etc. These groupings will also remain fluid depending on progress and ensure that all children are appropriately grappling with the curriculum. For children who are isolating, we continue to track their progress and learning using the Class Dojo online platform which mirrors the learning being undertaken in school.

In addition, children missing time off school has increased the importance of ensuring they retain information and can tap into their prior knowledge; in order to combat this as a school,

we have increased our focus on 'Retrieval Practice' and 'Spaced Repetition' as scientific approaches to improve knowledge retention.

Appendix 1 – A guide to assessment for teachers & key workers. (5)

At Stradbroke we expect all lessons to include elements of formative assessment (assessment for learning/ AFL). We have used a range of research into AFL to support CPD in developing our approaches for AFL.

Day-to-day in school formative assessment:

- A flexible grouping approach to all lessons, so children can work at a level determined by their understanding of that concept at that time.
- Question walls used to determine gaps and misconceptions so they can be addressed in subsequent sessions.
- A range of questions (planned for and ad hoc) including diagnostic questions that can elicit understanding of content and skills.
- WalkThru strategies such as: Cold-Calling, Think, Pair, Share and Show Me Boards.
- Use of retrieval practice in order to ascertain what the children can remember and also provide links between prior learning (within subjects and across year groups).
- The Marking and Feedback policy uses verbal and written feedback to children that they reflect on and is used to determine next steps or deepen understanding.
- Teaching assistants communicate observations/assessments and discussions to planning for subsequent lessons. They are also responsible for the delivery of gap-filling and pre-emptive intervention in order to help the children make progress.
- Children with SEND are given opportunities to access the learning through pre-teaching, personalised support in lessons, adapted resources and strategic interventions.
- Observation notes and ongoing assessment notes are made by key workers in FS and the IR.