



# Spring Bank Primary School

## ASSESSMENT POLICY 2021

At Spring Bank Primary, we recognise that assessment is a continuous process integral to learning and teaching. It is how we gain knowledge of our pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

We consider assessment on three main levels:

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

- *Day-to-day in-school formative assessment*
- *In-school summative assessment*
- *Nationally standardised summative assessment*

Each of these is considered by this policy, with our processes outlined at each stage. At all stages, we are mindful that reducing teacher workload should be a key aim of our work to ensure that teachers' time is best used for supporting children to make good progress through effective curriculum design, assessment and feedback.

### **Day-to-day in-school formative assessment**

*This section should be read in combination with the school's Feedback and Marking Policy*

Formative assessment is at the heart of good assessment practice in our school. In particular, our intention is that formative assessment should be used to shape teaching and curriculum, as well as to provide formative feedback to pupils.

In accordance with the guidance in the Assessment Without Levels Commission report, we do not intend that teachers record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom through approaches which are recognised in our feedback policy.

The main focus of formative assessment is to support teachers in making decisions about actions and interventions in the classroom. This is particularly closely linked to our mastery-approach curriculum, and allows teachers to identify expected attainment against specific objectives, and quickly to identify where individuals or groups of pupils are falling behind. This can lead to rapid intervention and support to close the gap – or in many cases to prevent the gaps from forming.

## **In-school summative assessment**

Summative data is recorded and analysed by class teachers using Target Tracker three times a year.

To support our summative judgements, we use a number of approaches:

- In the Early Years Foundation Stage, formative assessment takes place through regular and frequent observations against the development stages of Development Matters. Interventions take place regularly to ensure all pupils make good progress towards the end of year early learning goals.
- Each term, teachers in Y1-Y6 use subject specific year group assessment sheets to make on-going judgements based on the number of objectives taught and secured by pupils in each year group
- Once each term, NFER Tests in the core subjects are used in each year groups from Y3-Y5 to provide a snapshot of pupils' attainment in each of Reading, GPS and Mathematics. All year groups use White Rose Hub Maths tests to support ongoing assessment in Maths at the end of each term.
- Using the combination of test and teacher assessment data, teachers make a single judgement about pupils' attainment indicating whether they are on-track to meet age-related expectations *at the end of the academic year*.

To support senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we hold Pupil Progress meetings each term to discuss barriers to learning and planned actions to overcome those barriers for children who are not at ARE.

The data is then collated by school leaders to monitor and evaluate progress and attainment of pupils in all year groups. This includes a report to staff and governors on Reading, Writing and Maths which makes comparisons between pupils of different genders, those with special educational needs, those with English as an additional language and disadvantaged pupils. The reports include any interventions or actions planned within each year group and the completion and impact of these actions are detailed in the subsequent report. These judgements allow leaders to identify any significant gaps in progress or attainment for significant groups of pupils, and to support robust challenge as part of our wider school monitoring processes. This monitoring is also used by school leaders to verify the accuracy of teacher assessment judgments.

Writing assessments are moderated across the school between staff members. This process is co-ordinated by the Literacy Co-ordinator. In addition, our school carries out cross school moderation with other local primary schools.

## **Target Setting**

The school uses Fischer Family Trust data (FFT Aspire) and predictions to inform target-setting for whole school outcomes at the end of each Key Stage, with the intention of ensuring that the school maintains good progress for all its pupils. Predictions are made for each cohort based on prior and expected performance, and these are used to evaluate progress in other year groups.

Where data suggests that cohorts, groups, or individual pupils are falling short of the predicted outcomes set out in FFT Aspire data, this becomes the focus of pupil progress discussions between senior leaders and class teachers.

## **Nationally standardised summative assessment**

Nationally standardised assessments are used at the end of Foundation Stage, Key Stages 1 and 2, along with the Phonics Check in Year 1, as part of statutory accountability procedures. Assessments are carried out in line with the processes set out in the DfE guidance in Assessment and Reporting Arrangement documents each year.

In EYFS, the latest exemplification materials, alongside moderation in school and within the local authority are used to judge EYFS outcomes.

School leaders make use of the results of these tests and assessments, through internal scrutiny, local authority evaluation and as part of Raise Online, to identify areas of strength and improvement as part of whole-school development planning.

During relevant years (i.e. Y1, Y2 and Y6), teachers make use of past test papers to provide children with an opportunity to experience the assessment process. The results of these tests are also used to support identification of pupils who may need additional support to reach targeted outcomes.

## **Assessment Calendar**

Agreed each September, this calendar sets out our assessment tasks through the year and is on our staffroom notice board.

## **Book Scrutiny and Learning Over Time**

Learning over time is evidenced in many ways, one important one being through children's books. At the end of each academic year the books of each child are passed up to the next teacher so continuity and progression can be evidenced.

Each term, pupil Curriculum Ambassadors meet with curriculum leaders after the half term holiday. These meetings include an area of focus agreed by staff prior to the meeting. Books from these meetings, together with other books chosen by curriculum leaders are subject to scrutiny by the SMT and Science co-ordinator who check quality of learning, marking, accuracy of assessment and progression over time. A report is compiled by each leader and is also discussed at the next Key Stage meeting to address any issues.

## **Reports**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and how support may be provided at home. We provide opportunities for two parent consultation evenings in the autumn and spring terms. In addition, parents of children who may not be on track for ARE are invited for an interim consultation after the Autumn data and pupil progress meetings so that they are kept fully informed of any interventions planned.

A final end of year report is sent out in July which includes results of statutory tests and assessments and gives information relating to attainment, effort and next steps. The children are given the opportunity to evaluate their learning and progress in the report. Reporting to parents of children with SEND is in line with the SEN policy.

## **Equal Opportunities and Inclusion**

To ensure all children have equal access to the curriculum it is important that any assessments used do not contain any form of bias, which would exclude any child from achieving due success.

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