



Sticklepath Community Primary Academy

Assessment Policy

1. Intent

1.1 The purpose of this policy is to support school improvement and the raising of standards for achievement and attainment for all our pupils at Sticklepath. Our intent is that the assessment processes support the learning process, which in turn makes our children better learners.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at Sticklepath ● Provide clear guidelines for staff in implementing the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear roles and responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

2. Roles and Responsibilities

2.1 Teachers and Teaching Assistants are responsible for:

- carrying out summative and formative assessments with individual pupils, small groups and whole classes depending on context. These outcomes will be shared with the pupil(s) as part of a rich, ongoing dialogue about their learning progress.
- twice a year (February and June), teachers will be responsible for using their rich evidence base of formative assessment (of which some test data may play a part) in making a summative assessment for each child in their class. These judgements will be inputted into the Bromcom MIS as well as sharing outcomes with parents in meetings and annual reports.

2.2 The Co-Headteacher (RBL) is responsible for ensuring that:

- monitoring whole school standards in core subjects.
- class teachers, teams and subject leaders feel supported in making accurate judgements by use of standardisation, moderation and making the latest assessment criteria/exemplars available.
- all judgements are based on a 'rich evidence base' which may include some form of testing.
- whole school agreed summative tests are administered and used accurately and appropriately.
- all staff involved in assessment are familiar with assessment policy and practice.

2.3 The Co-Headteacher (SWA) is responsible for:

- monitoring whole school standards in foundation subjects.
- analysing pupil progress and attainment, including individual pupils and specific cohorts.
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- prioritising key actions (through SDP/ISIP) to address underachievement in relation to the above point.

2.4 The Co-Headteachers are jointly responsible for:

- holding teachers to account for the progress of individual pupils towards end of term/year targets in progress meetings.
 - reporting to Governors and TLP on all key aspects of pupil progress and attainment, including current whole school standards and trends (including previous years).
- 2.5 Subject Leaders are responsible for:

- ensuring all staff are familiar with the assessment routines and policy, practice and guidance for their particular subject.
- ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Co Headteachers, where appropriate.
- monitoring standards in their subject, keeping up to date of any new national requirements and implementing these as appropriate.

3. Principles, Purpose and Definition of Assessment

3.1 Our Principles of Assessment at Sticklepath are:

- assessment will support our school's central core ethos of 'growth mindsets'.
- be underpinned by the confidence that **every** child can improve.
- involve both teacher and pupil reviewing and reflecting upon assessment information.
- that 'rich formative assessment' will drive any summative judgements.
- any summative assessment must have a formative role.
- it will be based on what a child can and can't do against the curriculum objectives. Teachers will know this at both a class level and an individual level.
- assessment will guide planning, teaching, additional support/interventions, curriculum development and use of resources.
- to inform pupils of their progress and next steps including what they have mastered. They will not be given a number or a grade as this encourages a fixed mindset.
- summative testing will be used only at end of year and recorded separately onto the tracking system for whole school predictions and governance use (exceptions in Year 6 where termly testing may be required).
- parents will have a clear understanding of their child's achievement and attainment which will be reported through teacher/parent meetings and yearly reports.
- that it will provide key, accurate information and continuity when a pupil changes school or year group. • to comply with statutory requirements.

3.2 Assessment serves three distinct purposes

- To assess what children already know about a given subject (**Diagnostic, e.g elicitation tasks**).
- To improve learning for every child (**Formative**).
- To report on every child's learning in terms of progress and attainment at the end of a fixed period of time (**Summative**).

3.3 Definitions of different Assessment:

- Diagnostic Assessment - Brief quick assessment of what key learning linked to sequence children already know. At Sticklepath, elicitation tasks to ascertain children's current understanding and development areas may be done at the start of every new English and Maths sequence. The teacher will then use this information to effectively plan and address class and individual pupil development areas. 'Halfway points' may be used to clarify progress and direction of sequence. The importance of diagnostic assessment is also recognised to be useful and effective in foundation subjects but may not be necessary or used every time.
- Formative Assessment - Day to day, ongoing assessment based on upon how well pupils fulfil learning objectives. The best means of making a 'rich qualitative judgement of a child's mastery of concepts, knowledge and skills is through an informed judgement by the child's teacher, who has observed their work over a period of time. In order for teachers to make confident, accurate and rigorous summative assessment judgements, what a child says, does, draws or writes can all be used as indicators of their knowledge, skill and understanding.

Strategy	Purpose
<p>Planning: Identifies learning and assessment objectives that ensure differentiation and progression in delivery of the National curriculum. A whole school Medium Term Plan format supports the school's key principles for effective Teaching and Learning.</p>	<p>Ensures clear LO, use of scaffold, use of resources and appropriate delivery of National Curriculum; Short term plans show how assessment affects next steps; contain assessment field notes on pupils who require more support/more challenge.</p>
<p>Hooking Back Based on 'Bjork's research', teachers create explicit opportunities to 'hook back' to previous learning and build on understanding.</p>	<p>Children pull information from their long term memory into their working memory, creating stronger neural pathways. This is a key part of the learning process. The act of doing makes pathways stronger.</p>

<p>Questioning: ‘No hands up’ policy promoted throughout school. Expert use of open and closed questions successfully determined by teachers to ascertain assessment with opportunities to ‘bounce’ ideas and challenge opinions. Hinge questions also allow teachers a quick snapshot of what has been understood and where potential gaps are.</p>	<p>Ensures that all children are engaged in learning process and actively ready to challenge and be challenged. Allows teacher to target pupil/groups to build up assessment at key stages of session.</p>
<p>Sharing learning objectives/success criteria with pupils:</p>	<p>Ensures pupils are focused on the purpose of each task, encourages pupil involvement and responsibility for own</p>
<p>Pupils know and understand the LO and where it fits in with the sequence (Visible learning).</p>	<p>learning. Keeps teachers clear about learning objective/success criteria for session.</p>
<p>Reflection: Pupils are trained and encouraged, in oral and written feedback, to reflect and evaluate their own and their peers' achievements against the learning objective(s). This may form part of a success ladder and/or be linked to specific individual targets.</p>	<p>Empowers each pupil to realise own learning needs and be fundamental to the learning process. It provides the teacher with greater assessment information based on pupils' perspective.</p>
<p>Feedback: This must reflect the learning objective/success criteria of task and adhere to Sticklepath feedback policy. It will provide an ongoing record for assessment. It could be oral or written.</p>	<p>Tracks progress diagnostically, informs pupil of next steps, success and development areas. It will provide a clear strategy for improvement. Wherever possible, ‘in the moment’ is used and prioritised above ‘distance marking’.</p>
<p>Target Setting: Target set for individuals on key manageable and achievable aspects to improve progress.</p>	<p>Ensures pupil motivation and involvement in learning process; raises achievement and self-esteem; provides an ongoing record of progress/milestones.</p>
<p>Celebrating Achievement: Makes links between learning and ethos of ‘growth mindset’ explicit. Treats all achievement in the same way, creating an inclusive learning ethos based on hard work and effort rather than ‘correct answers’ and external rewards.</p>	<p>Celebrates growth mindset aspect of achievement, providing motivation and increasing self-esteem.</p>

- **Summative Assessment** – An assessment ‘snapshot’ of a child’s ability and attainment at a particular stage in the learning process. At Sticklepath, we see this as a ‘checkpoint’ for children’s progress towards ‘mastery’ of the end of year performance descriptors based on what they can/cannot do at a particular time. We also consider the ‘end of year’ summative tests an indicator of how well the children are likely to do in a formal, high stakes testing situation that is currently required at the end of Year 2 and Year 6. However, at Sticklepath, we are clear this takes on a secondary role to the formative assessment outlined above.

Key examples (but not exclusive) are:

Strategy	Purpose
<p>Statutory Assessments: Year 2 and Year 6 pupils are statutorily assessed at the end of Key Stage One and Key Stage Two.</p>	<p>To provide summative end of key stage attainment results. Used as a national yardstick against which to compare children and school performance.</p>
<p>Baseline assessments: A national baseline assessment is completed for each reception child in their first 6 weeks of school. EYFS teachers will also do additional assessments to inform the teaching journey, next steps and identify “Notice and Focus” children in the prime areas. (See below)</p>	<p>To give the government a progress measure. This data is not shared with the school and parents other than a cohort narrative that will give a school level progress when compared at the end of Year 6. Parents can request individual children’s assessment but this will also form a narrative rather than a score.</p>

<p>EYFS: At the end of each half term in Nursery and continuing half termly throughout Reception, teachers and teaching assistants work together to identify key children with gaps in the prime areas. Clear next steps and actions are then recorded and actioned on our “Notice and Focus” tracking documents. In Reception, teachers also create Notice and Focus for the Reading, Writing and Maths in addition to the Prime Areas.</p>	<p>To identify specific children that need further support to achieve the EXS in prime and specific areas. To put clear actions in place to support the children with their key next step. To inform planning and teaching and Wave 1 and Wave 3 level. To determine the number of children who are on track / currently off track to achieve EXS.</p>
<p>End of Year Teacher Assessments: Teachers use National Standardised Non-Statutory commercially produced (Currently NFER) tests to support judgements in teacher assessment of Reading, Writing, Spelling and Grammar and Mathematics.</p>	<p>To enable school to track trends and compare pupils nationally. To provide information to parents, governance and next year’s teaching team. To support school development planning for subsequent term. We currently use NFER tests in Reading, SPAG, and Mathematics in Years 3, 4 and 5 in the summer term to support summative judgement at the end of the year. The assessment lead will review the suitability of these tests yearly.</p>
<p>Benchmarking: This is used to determine the appropriate level of reading book a child should be accessing in Key Stage</p>	<p>To make sure that pupil is accessing the correct level of text difficulty in their reading. To support teacher assessment of general reading progress made. Can be used to identify next</p>
<p>One and Lower Key Stage Two by calculating the errors a child makes in a given text. This is used only when the teacher judges that the child has made significant progress from last assessment.</p>	<p>steps and development areas.</p>
<p>Class testing: Created by individual class teachers (or year groups) and used in daily/weekly sessions eg mental maths, spelling tests, times tables.</p>	<p>To direct teacher and pupil to areas of development and give a ‘snapshot’ of how well they have remembered something. This is supported in Sticklepath by focused memory work, aimed at supporting children with specific memory problems and allowing them to free up working memory. Class testing is used by teachers to highlight children who find this an area of difficulty. Low stakes quizzes and memory games will provide useful opportunities to make and strengthen neural pathways.</p>
<p>Elicitation tasks follow up: Often re-given to class after a sequence of work aimed at closing gaps to determine how successful learning has been.</p>	<p>Gives a clear ‘short assessment’ of child’s progress based on teaching sequence and the effectiveness and IMPACT of teaching.</p>

4. Recording and Reporting

4.1 Teachers use records to review pupils’ progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways:

- Teachers’ plans
- Children’s work/books
- I pads and photos
- Teachers’ notes
- Pupil progress meetings
- Learning objective records. Teachers need to keep records of children’s learning against L.O. Elicitation scores will be recorded and what children can/can’t do identified. Field notes will be added. General whole class overviews will be kept as well as individual child sheets with more detail.

4.2 Marking should follow the school’s marking code . Marking is instrumental in ensuring that a personalised learning journey for all children is realised. Marking should directly relate to the area of learning, objective, success criteria and/or targets for each child. Time is given for the child to review and respond to marking ahead of the next session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is that pupils will have full ownership of their work and be able to review and identify their own next steps (with guidance from teacher). Strategies could include:

- Teacher conferencing
- Teacher questioning
- Pupil questioning
- Peer marking
- Pupil review of success criteria

- Teacher in-depth marking

4.3 Reporting promotes and provides:

- Good home/school relationships
- Key information for parents
- Opportunities to address key concerns with parents
- In some cases, information with outside agencies
- Targets for children

A written report is sent home to parents, once a year, at the end of the spring term (with the exception of Reception who send home reports at the end of the summer term). Year 6 reports are sent home in the spring term slightly earlier. Reports outline a child's progress and attainment in the core and foundation subjects of the National Curriculum. At Sticklepath we also put an equal weighting on the child's efforts linked to 'growth mindset'. The report will also report the national age related expectations for the child.

For children at the end of Key Stage 1 and Key Stage 2, additional reporting information will be included with regard to national testing (SATs) and more detailed teacher assessments. In reception, the Foundation Stage Profile is shared with parents as part of the school report.

Parents are invited to attend 'meet the teacher' evenings early on in the autumn term. Parents are invited to visit classes and look at books on a more informal basis in the spring term (with exception of Y6 who have parent meetings at the end of this term). Finally, Reception - Year 5 children have a formal parents evening in the summer term after reports have been sent out. They are also invited, should the need arise, to meet the teacher or headteacher throughout the term.

4.4 Pupil Progress Meetings are held with teachers in the autumn term and after the first data drop in February. Teachers are expected to have identified individuals and groups of children at risk of underachieving. Specific support, sometimes interventions, are then put in place. The meetings are then followed up by team leaders in team meetings.

5. Core subject assessments

5.1 Our assessment systems for Reading, Writing and Mathematics meet the requirements of the New Curriculum and put formative assessment at the heart of our summative judgements.

5.2 Language - We use the following language, based on the Devon definitions:●
Standards 1-6 (Pre key stage)

- (BLW) Below (the Expected Standard)
- (WTS) Working Towards (the Expected Standard)
- (EXS) Working At (the Expected Standard) – this is mastery
- (GDS) Working at Greater Depth

We will define these terms by*:

- Below – Maybe some evidence but very limited with high levels of adult support.
- Working Towards – some evidence of being able to apply independently but not consistently over time. Effective independent application is close to the point of teaching.
- Working At – apply independently and consistently across a range of contexts ● Greater Depth – make choices (see individual subjects for more detail on this)

*See more defined explanation for mathematics.

5.3 Reading - Twice a year (Feb and June), teachers use their formative assessments to build up a best fit summative judgement with regard to how on track the child is in meeting age related expectations. At the end of each year, each child is assessed against the TLP Progression statements using a rich evidence base of formative assessment which may include some form of testing.

This will identify what the children **can and can't do** and to what degree. Using the school's agreed vocabulary, teachers will arrive at an **overall best fit judgement** for each child.

Children are benchmarked throughout the year to determine appropriate challenging texts until they move beyond benchmarked bands. Teachers collect evidence from guided reading sessions with evidence collected in GR record sheets. Further evidence is collected during phonics sessions as well as independent reading choices to link with age appropriate texts that will be made available and promoted in classes. Reading diaries track children's reading for pleasure as well as one to one reading in school.

Benchmarking Expectations

End of Reception Expectation would be that children will be at least reading:		
W@ Summer End Yellow	GDS Summer End Blue	
W@ Year 1 Expectation would be:		
Autumn Blue/Green	Spring Orange	Summer Turquoise GDS expectation: Gold/Silver
W@ Year 2 Expectation would be:		
Autumn Purple	Spring Gold	Summer Silver GDS Expectation Emerald +
W@ Year 3 Expectation would be:		
Autumn Silver	Spring Emerald	Year 3 Summer Ruby and beyond
W@ Year 4 Expectation would be:		
Autumn Ruby	Spring Sapphire	Year 4 Summer- Sapphire and beyond

In upper KS2, evidence towards the end of year descriptors is gathered from a variety of formative rich sources. The teacher gathers evidence around the reading strands with targeted guided sessions, where key observations are noted on record sheets. The teacher then provides a post reading task based on the session's work for the group to follow up with a teaching assistant the following week. This contributes to assessing their response to reading in a written form. Other evidence gathering opportunities are provided from independent reading choices, class reader sessions, one to one reading and some summative testing at the end of the summer term. Teachers use all this evidence base to make an informed summative assessment at the end of each term.

5.4 Writing - Twice a year (Feb and June), teachers use their formative assessments to build up a *secure fit summative judgement with regard to how on track the child is in meeting age related expectations. At the end of each year, each child is assessed against the TLP Progression Statements using a rich evidence base of formative assessment. This identifies what the children **can and can't do** and to what degree. Using the school's agreed vocabulary, teachers arrive at an **overall best fit judgement** for each child.

Elicitation tasks are given at the start of each new teaching sequence and teachers then adapt plans to suit the needs of the individual and cohort. Children are given an individual writing target as well as a sequence target in which to work on over the sequence. This is referred to in subsequent feedback as well as responded to by the child. The use of success criteria is also used where appropriate, with KS2 children expected to contribute to criteria.

Team moderation and standardisation takes place at the end of each sequence, with whole school moderation occurring every term, involving other trust schools where possible. Writing exemplars are made available for teams in order to standardise assessment nationally where possible. The English Subject Leader will share samples of moderated work with LA advisors where appropriate to further check accuracy of assessments.

For moderation purposes, only independent writing through elicitation and invent work in English may be used for evidence. This should be supported by cross-curricular 'independent' writing wherever possible.

5.5 Mathematics – Twice a year (Feb and June), teachers use their formative assessments to build up a best fit summative judgement with regard to how on track the child is in meeting age related expectations. At the end of each year, each child is assessed against the TLP Progression Statements using a rich evidence base of formative assessment.

This identifies what the children **can and can't do** and to what degree. Using the school's agreed vocabulary, teachers arrive at an **overall best fit judgement** for each child.

Elicitation tasks are given at the start of each new teaching sequence and teachers then adapt plans to suit the needs of the individual and cohort. The teaching sequence then predominantly focuses on reasoning and justifying, with the ability to apply the maths learnt to a range of contexts.

Sticklepath follows the Concrete, Pictorial, Abstract (CPA) approach to mathematics. We recognise that there are three steps (or representations) necessary for pupils to develop understanding of a concept. Reinforcement is achieved by going back and forth between these representations. For a child working at age related expectations, they **must** be able to work in the abstract but will use concrete and pictorials to support and further explain understanding.

Mathematical language:

Below (expected standard):

- Heavily reliant on adult support and physical resources.
- Lack of procedural knowledge
- Work generally scaffolded to allow any independent work.
- Frequently accessing instant intervention.
- Child is usually given method to solve problem. ●

Working Towards (expected standard):

- Children working with pictures and resources to solve a problem.
- Children solving a problem with one method.
- Often requiring scaffolding to be able to work independently.
- A greater reliance on adult support. ● Low levels of retention.

Working at (expected standard - Mastery):

- Applies learning independently and in a range of contexts. ● Memory- High storage strength and high retrieval rates.

Greater Depth:

- Requires less initial scaffolding.
- Makes connections and links between different areas of maths.
- Independently uses the most efficient methods to solve problems.
- Uses mathematical language with secure understanding.
- Can use and explain multiple methods of solving a problem.

Team moderation and standardisation take place termly with whole school moderation occurring twice a year, involving other trust schools where possible.

6. Summative Testing

6.1 At the end of the academic year, children are more formally assessed in Reading, Writing and Maths against the TLP Progression Statements using the rich evidence base gathered.

Children also sit end of year standardised tests for Reading, Mathematics and Spelling, Grammar and Punctuation (SPAG). These are used to gather cohort data to enable the school to review how on track the school is to meet the floor standards in high stake testing situations. NFER standardised test for Years 3- 5 are used at the end of the summer term. Year 6 children also sit 'mock SATs' based on previous papers termly.

7. Tracking System

7.1 The school currently uses BromCom to track children's attainment termly. Teachers use their 'rich pool of evidence' to make a summative judgement on the 'on trackness' of the child to meet end of year national standards at that particular point of the year. The judgement is recorded on the BromCom tracking system for the correct term using the BLW, WTS, EXS and GDS codes explained in 5.2. Their current year group is also recorded so a child in Year 3 who is assessed as on track to meet national standards at the end of the year will be recorded as 3EXS. Teachers add this data to the Bromcom system twice a year in February and June. In Reception, Notice and Focus data is added to BromCom in February and June for the prime areas and R, W, M. In June, Reception teachers also assess against the ELG's and record this on BromCom to determine GLD.

7.2 Outliers – Children who are SEN and are working outside of their year group standards are recorded against the year group's indicators that they are currently working to. For example an SEN Child in Y3 who is working towards Year 1 standards will be recorded as 1WTS. Children who have significant learning needs and who are working outside of the Year 1 – 6 curriculums may be recorded as pre key stage standards. The SENDCo has a separate list of these children and, alongside the class teacher, tracks their progress carefully. Please note that children in the first term of Year 1 cannot be assessed as pre key stage standards and must be recorded against ELG.

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Reviewed Dates:

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January 2023

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