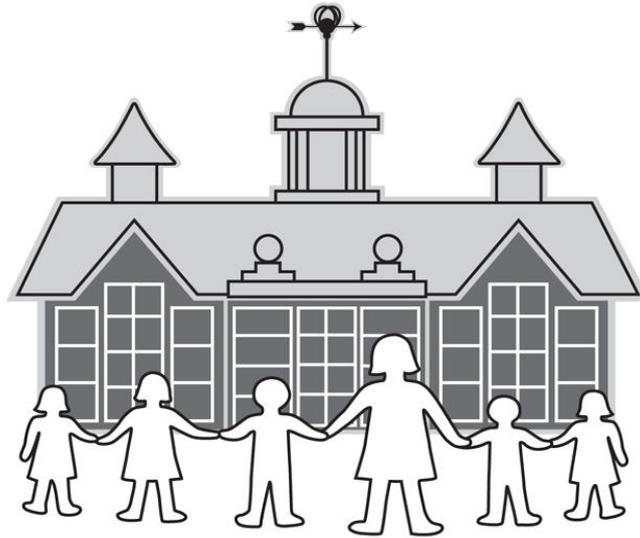


# North Ealing Primary School



## Assessment Policy

Committee with oversight for this policy Curriculum & Standards	
Policy to be approved by the Curriculum & Standards Committee	
Policy last reviewed by the Curriculum & Standards Committee	22/06/2016
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Policy / Document due for review	June 2020

# North Ealing Primary School

## Assessment Policy

### **RATIONALE**

Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress measured, expressed and monitored.

Assessment should be undertaken in partnership with the pupils and should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It is an integral part of all of our teaching and learning activities. Assessment is the means by which pupils and teachers can generate targets and so direct the learning path.

### **AIMS**

"The overriding principle of good assessment is that it should be clearly tied to its intended purpose." *Final report on the Commission on Assessment without levels. (September 2015) John McIntosh CBE*

The aims of assessment at North Ealing Primary School are to:

- Ensure that assessment is part of the on-going learning process which involves both teachers and learners in reflection, dialogue and decision making;
- Identify the needs of each child in order to raise their attainment
- Enable pupils and teachers to identify achievements and plan for future progress;
- Deliver a differentiated curriculum that takes account of the pupils' prior learning, experiences and multiple intelligences;
- Inform pupils, teachers, parents and outside agencies (e.g. Education Psychologist, Speech and Language Therapists, Behaviour Support Team) of a pupil's strengths, weaknesses and needs in order to assist them in reaching their potential;
- Ensure that assessment encourages learning and fosters motivation, emphasising progress and achievement rather than failure or plateauing/stagnation;
- Develop pupil's own and peer assessment skills;
- Facilitate and ensure continuity from the Early Years Foundation Stage (EYFS) through to the end of KS2;
- Use validated in-house and external assessment data to inform target setting and raise expectations and standards.

### **ASSESSMENT PROCESSES**

"There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardized summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests" *Final report on the Commission on Assessment without levels. (September 2015) John McIntosh CBE*

#### **Formative assessment**

"It goes without saying that assessment goes hand-in-hand with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching." *Final report on the Commission on Assessment without levels. (September 2015) John McIntosh CBE*

At North Ealing formative assessment is often referred to as Assessment for Learning (AfL). This is based on the principle that pupils will improve most if they understand the aim of their learning,

where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). This is central to effective teaching and learning and enables pupils and teachers to clearly identify and understand what the next steps in learning are.

Formative assessment at North Ealing includes:

- High quality questioning in class
- Written feedback i.e. the marking of pupils' work
- Observational assessment
- Pupil self-assessment and peer assessment

Since the introduction of NC14 the "shift in ideas about ability and in assessment practice means that the teachers will have to become experts in assessment in a way they have not had to before. They need to think hard about questions they put to children...they need to really probe the pupils' understanding." (*Tim Oates, 2014*)

Diagnostic assessment is also used to identify pupils' strengths and weaknesses within all or specific areas of learning.

Evaluative assessment is used to ascertain the progress of a cohort of pupils rather than individuals alone. Results inform the strategic planning and direction of the cohort by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Statutory/formal assessment procedures for 2015-16 are as follows:

- EYFS: Statutory Baseline (Early Excellence) upon entering Nursery and Reception.
- Good Level of Development (GLD) score at the end of Reception Year (gained through formative assessment)
- Y1 statutory Phonics Screening Test (summer term)
- RWI – reading assessments
- Non-statutory Baseline assessment at the beginning of each school year (September) throughout KS1 and KS2.
- Statutory end of Key Stage tests in Years 2 and 6 (summer term)
- Termly summative assessment weeks in KS1 & KS2
- Internal class based formal teacher assessments/tests (on-going)

Through working and moderating with other schools, and using external tests and assessments, we are able to compare our performance with that of other schools.

#### Assessment in the EYFS

Assessment in the EYFS is essential in helping parents, carers and practitioners to recognise pupil's stage of development and progress understand their needs and plan appropriate, developmental activities and support. On entry to the school, the base line assessments are completed within the first six weeks. These are used to inform planning, set targets and measure progress. On-going assessment (formative assessment) is an integral part of the learning and development process. Pupils are assessed through practitioners observing pupils across all 7 areas of learning (supported by photographs/videos) and through a continuous dialogue with pupils and their parents/carers. In order to track and monitor progress, data is entered regularly onto Classroom Monitor.

In the final term of the year in which the pupils reach age 5 (no later than June 30<sup>th</sup> of that term), the EYFS profile is completed for each pupil. This profile provides a comprehensive overview of a pupil's knowledge, understanding and abilities in addition to measuring their progress against expected levels, the Early Learning Goals and their readiness for Year 1. Further to this, as set out in the revised EYFS profile handbook (2012) the profile must contain information regarding 'how' a pupil

learns. This takes the form of a brief statement about the pupil in terms of the following three characteristics of effective learning:

- Playing and exploring;
- Active learning;
- Creating and thinking critically.

The EYFS profile report on each pupil is provided for the use of all Year 1 teachers in order to ensure a smooth transition process.

Effective assessment at NES is characterised by ensuring that:

- All teachers have a secure understanding of AfL and how it impacts on learning
- All teachers have a good understanding of skills and progression in key concepts and of how to confidently use the NC14 objectives for Reading, Writing, Maths, Science and Foundation subjects to support assessment throughout the year ;
- In class, there is clear discussion of what pupils are going to learn (learning objectives), how they can recognise achievement (success criteria) and why they are learning this (the context);
- Pupils know “How” they are learning as well as “What” they are learning;
- Planned tasks and skilful questioning (including higher order thinking skills questions) prompts pupils to demonstrate their knowledge, understanding and skills and enable pupils to achieve their full potential in all curriculum areas;
- Teachers continuously observe and interpret what pupils (Pupil Voice) say and do and then make judgements about how learning can be improved;
- Teachers provide high quality and constructive feedback in comments/guidelines, emphasising achievements in order to improve confidence, enthusiasm and develop strengths (see NES Marking policy);
- Pupils have the confidence and skills to be involved in self-assessment and goal setting for themselves and others.

**THE ASSESSMENT PROCESS**

Our school’s assessment calendar outlines the assessment process across the school year. Recording and reporting of pupils’ progress is a statutory requirement for all teachers.

Target setting

- At the beginning of each academic year, teachers examine the previous year’s results in Mathematics, English and Science and set *relevant year group* targets (e.g. 5Sec) which pupils are expected to reach by the end of that academic year. The majority of pupils are expected to be secure in the expectations for their year groups e.g. a Y5 pupil should be working within the Stage 5 curriculum and will be expected to achieve Stage 5 Secure by the end of the year.
- Regular short term (next steps) targets are set according to pupils’ strengths and weaknesses and these are used to keep pupils, teachers, parents and outside agencies aware of pupils’ progress towards learning goals. These targets are then placed on a flap in the front of each pupil’s English and maths books so that pupils can refer to them as they work. The targets are also sent home to parents. The targets are continuously monitored and when a pupil has achieved a target three times independently, a new target is set. To ensure that parents are kept up to date, the targets are also placed in the pupils’ homework folders.
- As pupils progress throughout the year, all targets are tracked and updated termly to ensure that they are either being achieved or require interventive strategies.
- Formal Pupil Progress meetings are held five times a year and the progress of every child in the school is monitored by the SLT and the class teachers.

- Specific targets are reported on end-of-year reports. These are tailored to the individual pupil's needs and should give a clear indication of the way forward.
- As pupils progress through school, they are encouraged to participate in the process of setting their own targets.

#### Data entry and tracking

- The Classroom Monitor on-line assessment and tracking system is used to store, track and analyse the pupils' attainment and progress data. This will include the Foundation Subjects from 2015/2016.
- Teachers use the NC14 objectives on Classroom Monitor to inform their planning and teaching. Data entry is continuous to record the pupils' achievements.
- Teachers and SLT are able to use Classroom Monitor to analyse pupil progress and to identify gaps and so inform future learning.
- SLT conduct pupil progress meeting (PPM) with every class teacher, five times a year, to track progress and attainment, establish appropriate intervention and examine the impact of existing interventions.

Careful and rigorous tracking facilitates the identification of pupils

- Not making expected progress;
- Off track to reach the expected grades at end of KS national assessments;
- With Special Educational Needs (SEN);
- Who are Able and Talented (A&T) and
- Who are vulnerable (categories include: SEN; English as an Additional Language (EAL); Disadvantaged pupils (Pupil Premium)).

As a result, appropriate interventions can be put in place and enables effective personalised teaching for all pupils.

### **MAINTAINING CONSISTENCY**

#### Standardisation

Teachers use the end of key stage objectives set by NC14 and Ealing's end of year objectives when making grade judgments to ensure they are consistent with national standards.

#### Moderation

Teachers and support staff meet regularly to discuss evidence and to moderate pupils' work. This is undertaken to review the accuracy and consistency of level judgements made by teachers and to confirm that these judgements are consistent and in line with the national standards. Moderation sessions are built into the phases and staff meeting timetables in order to ensure that there is consistency of grading throughout the school. Consistency of grading with other schools in Ealing is ensured with both cluster group and borough wide moderation sessions.

National external moderation occurs on a 3 year rolling programme for the EYFS, KS1 and for KS2 writing.

#### EYFS

The EYFS handbook exemplars, based on national criteria, are used to support teachers' judgements to ensure that they are consistent with national standards. Teaching and support staff work with each other and with local authority moderators to achieve consistent internalisation of the 'pitch' of scale points so that comparable judgements can be made.

## **REPORTING**

- Parent/carers are given the planned objectives for each area of the curriculum. These are placed half-termly on Curriculum Maps on the school website. Individual pupil targets are also placed in the homework folders to ensure that parents are kept up to date with their children's targets.
- In the summer term, a written end-of-year report is sent home for each pupil. This outlines the pupil's progress in all areas of school life and reports the teacher assessment of level of attainment for the core subjects (Y1-5). The teacher assessment is informed by both formative and summative assessments. Pupils' attainment will be reported as either *Emerging*, *Expected* or *Exceeding* at their age group expectations. EYFS parents and carers are informed of EYFS profile scores.
- For pupils at the end of KS2, results for Standardised Tests for English and Mathematics are sent out to parents and carers once received from the local authority.
- Parent Evenings are held termly. Teachers are also available by appointment or informal arrangement, to discuss the pupils' progress.
- Governors are informed by SLT of the standards achieved at the end of each term.
- *The end of Key Stage 1 and 2 test results are reported individually to parents and are published in the Governors' Annual Report to parents and in the School Brochure.*

## **Pupil's individual portfolios**

- Teachers are responsible for the following: the maintaining of individual portfolios for all pupils; the retaining of key written assessments; the recording and storing of assessment data on Classroom Monitor. These are maintained and updated throughout the year and passed onto the receiving teacher at the end of the academic year

## **A&T, SEN, EAL and vulnerable groups (Refer to NES policies)**

- SEN, A&T and vulnerable pupils are identified through a range of assessment strategies. The process is on-going and begins when pupils join our school.
- Differentiation of the curriculum and its delivery ensure that each pupil is assessed using tasks at a level appropriate to their needs and potential.
- Specific diagnostic assessments are used where necessary in order to identify and monitor pupils' needs.
- Relevant outside agencies are informed to provide additional support where necessary.

## **RESPONSIBILITIES**

SLT, Senior Management Team and the Assessment co-ordinator are responsible for:

- Ensuring that this policy is followed, revisited annually and reflected upon regularly;
- Ensuring all arrangements for and procedures for end of year assessments are secure;
- Implementing and actively maintaining the assessment calendar;
- ensuring that parents/carers/ governors are kept informed regarding assessment procedures within the school e.g. at Curriculum and Parents' Evenings, and to involve them in improving the standards of achievement of our pupils.
- ensuring that teacher's assessment records on Classroom Monitor are maintained consistently and that effective use is being made of them to inform pupils' learning goals and teaching strategies.

Subject coordinators in all curriculum subjects are responsible for monitoring assessment, progress and continuity in their area of responsibility through scrutiny of work and scrutiny of planning.

## **IMPACT**

Implementation of this policy leads to **a rise in pupils' achievement throughout the school as it results in;**

- Accurate and consistent measurement of pupils' progress and attainment;
- Desirable consequences for teaching, learning and pupils' motivation for learning;
- The clear and transparent generation of information/data to inform next steps in pupils' learning;
- Timely tracking and reporting of assessment data;
- A clear understanding of where teachers are in the assessment process;
- Any changes to the vision or practises at NES school being taken into account

## **RELATED DOCUMENTS**

- EYFSP handbook (revised 2012)
- Statutory framework for EYFS (revised 2012)
- Final Report on the Commission of Assessment without Levels (September 2015)
- The National Curriculum in England: Key Stages 1 & 2 framework document (2014)
- National Curriculum: Tim Oates on Assessment (2014)  
<http://www.cambridgeassessment.org.uk/insights/national-curriculum-tim-oates-on-assessment-insights/>
- NES policies
  - Teaching and learning
  - Marking
  - SEN
  - Inclusion
  - Equal Opportunities
  - EYFS