

Acton CE Primary Academy



To develop the learners of tomorrow and equip them with the skills to flourish and succeed for nothing is impossible with God-Luke 1:37

Assessment Policy

Confirmation that the Assessment Policy has been approved by the Staff and Directors

October 2021

To be reviewed: October 22

Acton Assessment Policy

Introduction:

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. This is assessment for learning, and supports the learning process in the short, medium and long term. The product of assessments and records of children's attainment and achievement over time form an essential part of the school self-evaluation process.

This policy has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep2015) It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

This policy complies with the funding agreement and articles of association for the Multi Academy Trust.

Through assessment, we aim:

- To gather a range of information about the performance of individuals, groups of pupils, cohorts, phases, key stages and whole school information so that it can be used to inform target setting at a range of levels and provide high teaching and learning for our pupils.
- To gather information to inform teachers as to what should be taught next for all children to succeed
- To ensure that assessment, recording and reporting is an integral part of the appraisal system
- To provide information to inform the school's self evaluation process that will then be built into the school's School Improvement Plan
- To track the individual progress of every child.

We ensure our assessment procedures are:

- fit for their intended purpose
- used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- reliable and free from bias and used to inform teaching and learning
- informative and allow productive conversations with pupils and parents to take place
- supportive for our pupils to take responsibility for their own learning
- minimal in terms of additional workload required.

Assessment will be used in the following ways:

- Formative (ongoing assessment) – marking, observations, discussions which may affect the next learning experience.
- Diagnostic – finding out whether attitudes, knowledge, understanding, skills and habits are or are not properly embedded or acquired which may prevent pupils making the expected progress across the subject area.
- Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- Summative – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over sustained periods of time.

Assessment throughout the school.

Foundation Stage:

Within the first two weeks of school, there is a baseline assessment which enables a profile of a pupil to be made. After this point, all pupils are continuously assessed which informs the final judgement in all 7 areas and 17 strands of the curriculum. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development. The best-fit model requires practitioners to consider the whole of each ELG description when making these judgements, and to assess the child's relative strengths and weaknesses against these descriptions. The children will receive either an emerging, expected or exceeding outcome for all areas at the end of the year.

Statutory Assessments:

Year 1:

Pupils in year 1 will sit a phonics screening test in June in which they will endeavor to meet the externally set national standard.

Year 2:

From Year 2 all pupils sit formal tests once a year in reading, spelling and grammar and mathematics.

The results of these tests are used to support the teacher assessments that are ongoing throughout the year. Additionally, teacher assessment of writing and science is mandatory.

Year 4: (from 2020)

From June 2020 the children in Year 4 will undertake a statutory Times Tables test. This will be done online and it will be timed. This assessment test is to check whether the children are able to recall and understand the appropriate division facts up to their x12 table.

Year 6:

Year 6 pupils sit formal tests in reading, spelling and grammar and mathematics. Science sampling could also be administered within randomly selected schools. These tests are

externally marked and will provide a scaled score as an outcome following a raw score conversion. Writing is also assessed.

In year tracking

Acton uses target tracking assessment tool across the school. This enables every pupil to be regularly assessed in all areas of the curriculum. As pupils complete work, all staff will update the tool weekly to reflect the aspects of learning which have been secured in all curriculum areas. This prevents it from becoming a burdensome task at the end of each half term. Data drops will be viewed termly by SLT in order to conduct progress meetings and hold staff to account. It allows intervention plans and groups to be changed if required, so no child is left behind.

Targets

Every pupil, alongside their teacher, identifies an individual target in reading, writing and maths. These are displayed in the classrooms. These targets are reviewed as and when appropriate, but at least termly. The targets are based on the key aspects that will enable a pupil to move their learning forward. Parents are made aware of these targets so they can support the learning at home.

The Assessment Year

| <u>Reception</u> | <u>Y1</u> | <u>Y2</u> | <u>Y3</u> | <u>Y4</u> | <u>Y5</u> | <u>Y6</u> |
|---|---|---|---|---|---|---|
| September: Baseline Assessment | September: Targets Set |
| October and November: Moderation across the Trust | November: Moderation across the Trust | November: Moderation across the Trust | November: Moderation across the Trust | November: Moderation across the Trust | November: Moderation across the Trust | November: Moderation across the Trust |
| December: Pupil progress Assessment Point 1 | December: Pupil Progress Assessment point 1 | December: Pupil Progress Assessment point 1 | December: Pupil Progress Assessment point 1 | December: Pupil Progress Assessment point 1 | December: Pupil Progress Assessment point 1 | December: Pupil Progress Assessment point 1 |
| February: Moderation across the Partnership | February: Moderation across the Trust |
| March: Pupil progress Assessment Point 2: | March: Pupil Progress Assessment Point 2 |
| June: | Moderation across the Partnership |
| | | | | From June | | |

| | | | | | | |
|---|--|--|---|--|---|---|
| Moderation across the Trust | June: Statutory Phonics screening check | May: Statutory end of KS1 TA tests and tasks. | June: Pupil Progress Assessment Point 3 | 2020: Statutory Times Tables Test | June: Pupil Progress Assessment Point 3 | May: Statutory Tests. |
| June: Statutory Foundation Stage Profile | Moderation across the Trust | June: Moderation across the Trust | Moderation across the Trust | Pupil Progress Assessment Point 3 | Moderation across the Trust | June: Writing moderation across the Trust |
| July: EOY final assessment | July: Pupil Progress Assessment Point 3 | Moderation across the Trust | July: EOY final assessment | Moderation across the Trust | July: EOY final assessment | July: Pupil Progress Assessment Point 3 |
| Transition meeting with next classteacher | EOY final assessment | July: EOY final assessment | Transition meeting with next classteacher | July: EOY final assessment | Transition meeting with next classteacher | EOY final assessment |
| | Transition meeting with next classteacher | Transition meeting with next classteacher | | Transition meeting with next classteacher | | Transition meeting with High Schools. |

As a result of good assessment procedures:

Teachers will know:

- Where the pupils are starting from.
- Whether the class overall learned what was planned for and taught
- Whether pupils are making sufficient progress in order to close the gap and reach national expectations
- Whether the pupils are making the progress expected to reach their challenging targets
- Whether pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more support and in which areas
- Whether planned activities are well resourced and staff are fully utilised to impact upon the progress that pupils make
- How the teaching can be modified and improved in the future

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets
- Whether the progress of the pupils in the school is in line with the school targets set. How the schools compare with other schools nationally
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all pupils.

Parents and carers will know:

- How much progress their child is making.
- If the school has any particular concerns about their child.

- What they can do to help their child to make progress.
- Whether the attainment of their child is in line, below or above the expected level for their age.

The Governing body and the LA will know:

- How the schools are performing in terms of progress/attainment and narrowing the gap in relation to national expectations.
- Attainment in the school in terms of scaled scores and teacher assessments at the end of KS1 and KS2.
- How the schools compare with similar schools, and other local schools.

Reporting to parents

During the Autumn Term and Spring Term, there is a formal Parents' Evening whereby a ten minute appointment is made for parents to consult with the classteacher. At the first meeting of the school year the pupils' targets are reviewed. At the second meeting of the year progress and attainment is discussed more fully and the projected outcome for the end of year. It is at the parents' discretion as to whether children are present at this meeting. In the Summer Term a written report for parents is produced. This includes the targets identified for the next school year. Individual comments on all subjects of the curriculum and on Religious Education are prepared. Parents are then welcome to meet with the classteacher at an open evening following the distribution of the reports.

Additionally all parents receive a termly update profile of their child, based on the coverage of the age related objectives taught during that term. A chart is completed which stipulates where their child is working. See appendix 1.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. The procedure for marking is listed below. This ensures that we all mark consistently across the school.

Marking Expectations

[Please see marking policy](#)

This policy was reviewed on the:

It was approved by Governors on the:

Signed: