

The Rookeries Carleton J, I
& N School

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Assessment Policy



Date Reviewed: October 2018

Next Review Date: October 2019

Signed Chair of Governors:

Date:

The Rookeries Carleton J, I & N School

Assessment Policy

Statement of Intent

At **Pontefract Academies Trust**, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
 - Specific
 - Measurable
 - Achievable
 - Realistic/relevant
 - Time bound
- Acknowledging achievement.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

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Our assessment procedures are compliant with the special educational needs and disabilities (SEND) Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report¹ and DfE guidance on assessment and accountability reforms for primary schools.²

Roles and Responsibilities

School Governance Committee: Monitor whole school attainment and progress data

Head of School: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets

Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts

Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning

Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning

Parents/Carers: Support children with home learning

Training of staff

We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.

Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

Teachers and support staff will receive annual training as part of their development.

Definitions

Pontefract Academies Trust accepts the following definitions for the purpose of this policy:

“Assessment” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Baseline assessment: Any activity which aims to quantify what pupils already know

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about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities which assess final achievement at the end of the year.

Supporting Me to Learn Plan (SMTL): A supporting me to learn plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

Types of assessment

Pontefract Academies Trust acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment carried out include (but are not restricted to):

Oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of examination materials.

Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

Self-assessment and peer assessment against the learning challenge and success criteria where pupils are trained to be able to identify ways in which the work meets the learning challenge and elements which could be improved.

Scheme of assessment

National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Assessment is ongoing and applies to many areas of learning. Not all assessments will be recorded as the best use of assessment is to immediately adjust the teaching and learning for individuals and groups of learners.

Summative assessments are used to assess what a pupil can do at a particular point in the learning journey. Performance in summative assessments will also be measured against age-related expectations. We utilise the following formal summative assessments:

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	Year Groups	Reading	Maths	GPS
Autumn 1 <i>w/b 8th October</i>	2 & 6	2017 Reading SATs Paper	2017 Maths Paper 1, 2 & 3	2017 GPS Paper 1 & 2
	1, 3, 4 & 5	NGRT Reading Age	White Rose Half Termly Paper	Rising Stars Half Termly Paper
Autumn 2 <i>w/b 19th November</i> <i>(Data due in 30th Nov)</i>	2 & 6	2018 Reading SATs Paper	2018 Maths Paper 1, 2 & 3	2018 GPS Paper 1 & 2
	1, 3, 4 & 5	Cornerstones Paper 1	White Rose Half Termly Paper	Rising Stars Half Termly Paper
Spring 1 <i>w/b 28th January</i>	2 & 6	2016 Reading SATs Paper	2016 Maths Paper 1, 2 & 3	2016 GPS Paper 1 & 2
	1, 3, 4 & 5	NGRT Reading Age	White Rose Half Termly Paper	Rising Stars Half Termly Paper
Spring 2 <i>w/b 11th March</i> <i>(Data due in 22nd March)</i>	2 & 6	Sample Reading SATs Paper	Sample Maths Paper 1, 2 & 3	Sample GPS Paper 1 & 2
	1, 3, 4 & 5	Cornerstones Paper 2	White Rose Half Termly Paper	Rising Stars Half Termly Paper
Summer SATs w/b 13th May & for Y1,3,4 & 5 w/b 17th June	2 & 6	2019 SATs		
	1, 3, 4 & 5	Cornerstones Paper 3	White Rose Half Termly Paper	Rising Stars Half Termly Paper

Writing Assessment

The assessment of writing is different to that of Reading, Maths and Grammar. Writing is an on-going process that can be assessed at the end of each writing focus. Using the writing assessment grids provided by Diane Stinson (Educational consultant and National assessor of writing) for Years 1,3,4,5 and the National writing frameworks for Year 2 and Year 6. Teachers can make continuous assessments of writing to gain an understanding of strengths or next steps in each pupils writing ability. There will be three formal writing assessment points that are submitted along with other subject data, however the assessment of writing should be on going to ensure weaknesses are identified and eradicated.

Children will be assessed as either:

Working below (WB), Within Working Towards (WWT), Working towards (WT), Within Expected (WE), Expected (Ex), Within Greater Depth (WGD) and Greater Depth (GD)

Pupils working significantly below their expected level or who may be special educational needs will be assessed using the Wakefield Progression Steps.

Target setting

Pupils complete baseline assessments within the first half of the Autumn term, which inform long-term national curriculum-based learning goals. Using the results of the baseline assessments, pupils' mastery of the subject will be judged as 'working towards' (WTS), 'expected' (EXS), or 'greater depth' (GDS).

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Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or have Wakefield Progression Steps objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.

Learners who have English as an additional language (EAL), who are at the initial stages of learning English, are assessed with support from external agencies both within the Trust and from the Wakefield Authority.

Tracking, reviewing & recording progress

Formative and summative assessment milestones are recorded electronically using Maze Education. Judgements are made when a pupil has displayed an ability to demonstrate that they have:

- Learned the skill/concept
- Practised the skill
- Applied the skill/knowledge in an appropriate context

Pupils are given the opportunity to review their progress throughout lessons in time which is provided by their teacher and is focussed on the success criteria.

To assist in guiding each pupil's learning journey, data 'assessment-points' are taken at class, phase and subject level, three times a year formally, following the Trust Achievement & Improvement Calendar.

Achievement & Improvement meetings for each year group are scheduled termly and focus on:

Forensically reviewing the progress of all pupils.

Identifying and monitoring groups of pupils that are underperforming. Identifying individuals for targeted support by class teachers and additional adults.

Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.

Selecting intervention strategies to implement as a team to tackle barriers to learning.

Creating next actions for each class – factors affecting underachievement and the steps that will be taken to combat this.

Senior Leaders meet half-termly to focus on data and monitor pupils who were identified as underachieving in a number of subjects at achievement & Improvement meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

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EYFS

Children in Early Years Foundation stage are assessed continuously through the year. Children complete a variety of activities through focussed adult led groups or child led independent activities which are observe and recorded by adults. Children are assessed by the outcome of the work they produce and the questioning and discussions with adults. Children are assessed in prime, specific and learning characteristics.

Standardisation and moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the Trust at least three times a year
- Attendance at LA sessions to ensure judgements are in line with other schools/academies

Reporting

Records promote and ensure the following:

- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers
- In some cases, information for partnership agencies
- Targets for pupils

A report for each pupil is communicated to parents/carers termly. Reports outline pupils' progress in the core subjects and identify areas for improvement. Teachers make comments on the attainment of each pupil in terms of national age-related expectations in Maths and English. Targets for reading, writing and maths are also set.

For pupils at the end of key stages 1 and 2, a report is sent to parents at the end of the year containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

Parents/carers are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Head of School at other times.

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Attendance reports are sent to parents half termly so they can monitor their child's attendance.

The Head of School reports progress to governors and the Trust Executive Leadership Team on a termly basis.

Policy review

This policy is reviewed annually by the senior leadership team in partnership with Trust leaders, school governors and curriculum leaders. Any necessary changes are made and communicated to all members of staff.

The scheduled review date for this policy is September 2019.