



# Assessment Policy

13<sup>th</sup> March 2023

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### **This policy should be read in conjunction with the following:**

Subject policies	Inclusion Policy
Early Years Foundation Stage Policy	Home School Agreement
Equality and Community Cohesion Policy	Marking guidelines
Home Learning Policy	Quality of Education Policy
Marking and Presentation Guidelines	

**Throughout this policy 'parents' denotes those with parental responsibility.**

## **Mission Statement**

At Belmont, assessment is seen as an ongoing process. It is about gathering information related to a child's abilities, attainments, progress and attitudes. The information collected is used as an integral part of planning and target setting, thereby identifying future learning needs and enabling each child to reach their full potential. Assessments should be accessible and information passed to relevant teachers as the child moves through the school to enable a continuity of learning.

### **1. Aims and Objectives**

Reasons for assessment, recording and reporting can be divided into three main elements:

#### **i. To aid learning**

Assessment enables teachers and others to provide equal access to the curriculum for all pupils, through review, evaluation, target setting and planning.

*Through assessment and record keeping we aim to:*

- recognise, acknowledge and celebrate individual progress and attainment;
- identify individual learning needs and diagnose learning difficulties;
- help pupils to take responsibility for, and participate in, their own learning and self-evaluation;
- identify targets for pupils' personal and academic achievement;
- reflect the development of the whole child;
- motivate the child in their learning;
- provide pupils with clear and positive feedback on their progress;
- monitor progress of individual children at the end of each key stage and across the whole school in line with national and school expectations;
- ensure all groups of children make progress in line with their peers, disadvantaged, Pupil Premium, those with English as an additional language (EAL) and children with special educational needs and/or disability (SEND).

#### **ii. To aid teaching**

Assessment should be manageable and useful to all involved.

*The process of continuous and relevant assessment enables us to:*

- monitor and evaluate a child's, or particular groups of children's, academic development through recording and reporting;
- make informed decisions in curriculum planning and differentiation so as to provide for the needs of the individual and the group with regard to equality of opportunity;
- evaluate curriculum provision and the effectiveness of teaching styles and strategies;
- set targets to ensure pupils achieve their potential.

#### **iii. To aid reporting**

Assessment should inform parents, teachers and other professionals who have a legitimate interest in the achievements of pupils.

*Our school systems for reporting enable us to:*

- comply with the parents' right to information and records about their child;
- present parents with assessment information in an accessible way and at regular intervals;
- enable parents to support their children by working with them on clearly identified targets;
- give access to assessments and targets to relevant professionals;

- ensure continuity and progression by giving relevant assessments to each child's receiving teacher/school, to enable them to build a fuller picture of the pupil's achievements, attitudes and abilities;
- ensure continuity and progression for Year 6 children with the transition to Year 7 by informing secondary schools of individuals' attainment;
- set accurate individual, class and whole school targets which are realistic and ambitious.

## **2 Approaches to Assessment**

The school recognises the importance and role of both formative and summative assessments.

### **2.1 Formative Assessment**

Formative assessments are regular and informal. They are used by teachers during the learning process in order to gain an understanding of where the children are and how they, as teachers, can adapt teaching and learning opportunities to maximise pupil progress. This involves quality feedback that focuses on next steps and is assessment *for* learning.

Assessment for Learning (AfL) is a key part of our approach to teaching and learning. Teaching staff use success criteria, marking, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of the next steps. The lesson's learning intention is clearly displayed and referred to during the lesson and subsequently the work is marked against this learning intention and any success criteria. Marking identifies successes and areas for improvement along with references to children's personal targets where appropriate.

### **2.2 Summative Assessment**

Summative assessment takes place at the end of a unit or term and gives teachers information on what the children have learnt. This is used for monitoring attainment and tracking progress- this is assessment *of* learning.

### **2.3 Peer and Self-Assessment**

Teachers encourage pupils to take ownership of their learning by carrying out peer and self-assessment. Such assessment may include children highlighting evidence of the success criteria or learning intention in a piece of writing or making positive and constructive comments on written work or other learning activity. Pupils are encouraged to assess their own understanding by using systems such as traffic lights to indicate the level at which they have understood a concept or skill.

## **3. Methods of Assessment**

### **3.1 Termly Assessment**

Teachers use termly summative assessments provided by the National Foundation for Educational Research (NFER) to assess children's attainment and progress in reading and maths. These provide standardised scores enabling attainment and progress to be measured against age-related expectation (ARE). In writing, termly judgements are made against statements linked to ARE. Evidence of independent writing is recorded in pupils' 'Red Books' and the outcomes used to inform next steps.

### **3.2 Teacher Judgements**

Teacher judgements in reading, writing and maths are made termly and this data is recorded on Pupil Asset. These teacher judgements take into account the NFER standardised scores and information gathered from independent class work. Teacher judgements note whether a child's attainment is developing, secure or deepening.

Teachers moderate work with colleagues within and across the key stages to ensure accurate judgements are made. Moderation opportunities with colleagues from other local schools are also planned, enabling teachers to engage in a professional dialogue about their judgements, ensuring consistency between schools.

### 3.3 Early Years

The Hounslow progression statements are used to assess pupils. These statements are based on the EYFS Development Matters document and the EYFS Statutory requirements. As the child progresses through the EYFS, staff make judgements based on their observations of the child. A 'best fit' approach is used to assess the overall level the child is working at. Pupil Asset is used to monitor progress through Nursery to the end of Reception. Analysis of this data then allows us to track progress of all children in key areas of learning and development.

Assessment in the EYFS is carried out by the teacher and other adults involved in the children's learning and development. It takes the form of observations, photographs and group assessments. The observations are recorded in children's individual 'Learning Journal' on Tapestry and group assessments are filed in the teacher's class assessment folder.

In addition to these monitoring procedures, there is a statutory requirement to complete the Early Years Foundation Stage Profile (EYFSP) at the end of Reception. Judgements for this are informed by the observations and assessments. The results of EYFSP are submitted to the Local Authority which is able to generate a school profile comparing Belmont to other schools across the Authority and nationally.

### 3.4 Key Stage 1

Children are assessed in reading, phonics, writing, maths and science at least once a term.

Phonics is assessed using Little Wandle assessment resources. Year 1 children complete the statutory Phonics Check in the summer term. Those children who do not achieve the required pass mark, take the test again in Year 2. Any child who did not take the check in Year 1 (e.g. a child from overseas or from an independent school) is also required to take the check in Year 2.

Reading and maths are assessed using termly NFER assessments. Writing is assessed over a number of pieces of independent writing using criteria linked to ARE. Science is assessed at the end of every unit of work.

There is a statutory requirement for Year 2 pupils to be assessed at the end of Key Stage 1 and a teacher assessment judgement is made for reading, writing, maths and science using the criteria in the KS1 assessment framework document. Teachers attend borough led moderation sessions for maths, reading and writing to secure their judgements against national standards. These are submitted to the borough at the end of the academic year and reported to parents.

### 3.5 Key Stage 2

Children are assessed in reading, writing, maths and science at least once a term.

Reading and maths are assessed using termly NFER assessments. Writing is assessed over a number of pieces of independent writing using criteria linked to ARE. Science is assessed at the end of every unit of work.

Pupils in Year 4, take part in a statutory Multiplication Tables Check (MTC) during the summer term. This check is completed online and the results are sent to schools and then shared with parents.

There is a statutory requirement for Year 6 pupils to be assessed at the end of Key Stage 2. Pupils sit assessment papers in: reading, spelling, grammar & punctuation and maths that are marked externally and provide a scaled score which is reported to parents. For writing, a teacher assessment judgement is made using the criteria in the KS2 assessment framework document. Teachers attend borough led moderation sessions for writing to secure their judgements against national standards. These are submitted to the borough at the end of the academic year and reported to parents.

### 3.6 Foundation Subject Assessments

All of the foundation subjects are assessed at the end of each unit or term. These assessments are made using pupils' work and specific assessment activities or observations (e.g. singing, performance and composition in music). These assessments enable the children to be graded as: WTS (Working

Towards Standard), EXP (Expected) and GDS (Greater Depth Standard). Assessment should take account of the range of skills covered in each subject area during the year, along with understanding of the concepts covered.

#### **4. Tracking and Target Setting**

##### **4.1 Tracking**

Tracking is used to identify patterns of progress of individual children as they pass through the school. Pupils' levels of attainment are recorded on 'Pupil Asset' - a web-based monitoring system. This serves as a record of achievement in reading, writing, maths and science. The progress of individuals, and specific groups of children, can be closely monitored to ensure they are making good progress. Results are compared to termly targets, set by the teachers and Assessment Leader, and to national expectations as Value Added progress. The progress of particular groups of children such as Pupil Premium, EAL, SEND, boys, girls and 'home grown' children (those who have been at Belmont for the whole of the key stage) are closely monitored each term and progress compared to the whole cohort and national expectations. This allows any groups not making the expected progress to be identified quickly and interventions to be put in place to address the needs of that group. Teachers bring the details of the progress of their class, sets and vulnerable groups to their termly Pupil Progress Meetings for discussion with their co-teacher, teaching assistants, SENCO, Phase Leader and the Head Teacher or a Deputy Head Teacher.

##### **4.2 Target Setting**

Targets are set for individual children each year by the Assessment Leader with support from teachers. These targets are set using the teacher's professional judgment of the child's abilities based on test results/observations and by predictions for the child at the end of the key stage. They should be realistic but also ensure that a child will make at least expected or rapid progress throughout the key stage. It is expected that all children at least meet Age Related Expectations for their year group.

#### **5. Inclusion**

All children are given the opportunity to demonstrate their achievements. Different methods of assessment are used throughout the year to evaluate individual progress and attainment. This is important in determining equal access to educational opportunities. Assessment and assessment procedures are monitored to ensure that no pupil is disadvantaged with regard to race, gender, class, attendance issues or special educational needs or disability.

##### **5.1 Special Educational Needs and Disability**

The School follows the procedure for allowing readers, scribes or disapplication as necessary in external tests, as laid down in the Assessing and Reporting Arrangements documents and Administration Guides for KS1 Statutory Assessment and KS2 SATs. Testing using optional test papers material should follow similar criteria.

For summative and ongoing assessments, teachers use their knowledge of the children and professional judgement to plan and modify tasks and tests so that they are accessible to individuals, e.g. tasks that make use of oral strengths and avoid written communication will be of benefit to pupils with specific learning difficulties. Some assessments may need to be modified specifically for children with a physical disability. For example, visually impaired children will benefit from enlarged text and adapted layout and those with writing difficulties will benefit from the use of technology.

##### **5.2 English as an Additional Language (EAL)**

Children who are not fluent in English may need translation of words or phrases when assessed in maths or science. Parents or interpreters are involved where possible to allow equality of opportunity. In some cases, test materials in maths and science may be completely translated to enable the child to fully access the test and have an opportunity to show their understanding.

##### **5.3 Able Pupils**

Learning is differentiated to enable children to deepen their knowledge, skills and understanding of their year group's curriculum. Within the curriculum, there is a greater emphasis in providing increased breadth to the curriculum rather than acceleration through it.

## **6. Roles and Responsibilities**

### **6.1 Senior Leadership Team**

The Senior Leadership Team is responsible for ensuring that:

- the Assessment Policy is implemented and the cycle of assessment is carried out annually;
- an overview of the assessment process and appropriate delivery of curriculum is maintained;
- assessment information is used to inform school policy and practices;
- assessment information is used to assist in planning the provision for groups and individuals;
- the progress of pupils towards their end of key stage targets is monitored;
- realistic but challenging group and whole school targets are set in consultation with the Governing Body and School Improvement Partner.

### **6.2 The Senior Management Team**

The Senior Management Team are responsible for:

- ensuring assessment tasks are planned and carried out and that internal agreement takes place to ensure a continuity of standards and levels;
- ensuring appropriate individual targets are set for children;
- ensuring consistency throughout the key stage;
- monitoring the progress of pupils through the key stage;
- supporting teachers in addressing issues that arise from assessments;
- monitoring Foundation Subject Assessments.

### **6.3 Assessment Leader**

The Assessment Leader is responsible for:

- developing an integrated, coherent whole school policy for assessment, record keeping and reporting;
- supporting staff in the implementation of the policy;
- monitoring and reviewing the implementation of the policy;
- analysing SATs and Early Years assessment data to inform target setting;
- liaising with Subject Leaders and key year group staff (Reception, Years 2 & 6 SATs);
- evaluating the effectiveness of the process of assessment;
- identifying staff training needs;
- monitoring whole school target setting;
- analysing assessment information from external bodies to inform the work of the School;
- keeping up to date with new initiatives and disseminating information;
- ensuring that appropriate assessment materials are available according to the agreed cycle.

### **6.4 Subject Leaders**

Subject Leaders are responsible for:

- developing, monitoring and evaluating assessment tasks and recording in their subject through the School, to ensure continuity and progression;
- collecting and monitoring samples of work;
- analysing data for trends or patterns.

### **6.5 Class Teachers**

Class teachers have a responsibility to:

- take note of previous records and assessments;
- undertake agreed termly assessments in maths, reading and science and teacher assessment in writing (KS1 and KS2) or baseline and benchmarking assessments (EYFS);
- set individual targets, informing children and parents;
- complete tracking documents and reports;
- pass on information to next teacher/school and the support teachers;

- plan and evaluate work to enable children to reach end of year target;
- carry out end of phase Teacher Assessments, National Tasks and Tests, where applicable;
- complete records in accordance with NFER and DfE guidelines.

### **6.6 Teaching Assistants and Early Years Practitioners**

Those who work in the classroom as support staff have a responsibility to:

- read previous records and assessments of children they are supporting;
- complete observations of children;
- contribute to planning and assessment procedures as required, including the implementation of IEPs through the delivery of the provision map;
- support individuals and groups during formal assessments following NFER, DfE and school guidelines;
- inform teachers of observations and progress of children they work with on an individual basis or small groups.

### **6.7 Governing Body**

It is the responsibility of the Governing Body to:

- monitor the implementation of this policy;
- set and monitor whole school targets
- be aware of trends in data within the School and on a national level.

## **7 Reporting to Parents**

School reports are completed in the Summer Term giving clear information to parents about their child's progress and outlining strengths and areas for development. Judgements in reading, writing and maths are included in the report. Judgements for Foundation Subjects are also reported.

Reports are sent out before the last parents' evening to allow discussion to take place. There are three parents' evenings throughout the school year, one in each term. This is an opportunity for teachers to discuss progress and targets with parents.

## **8 Policy review**

This policy will be reviewed regularly, taking into account current developments and new initiatives and according to changing circumstances and/or legislation.