



## **ASSESSMENT POLICY 2021-22**

This assessment policy is underpinned by the school's vision and values:

### **Be happy: aspire, believe, achieve**

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

*Philippians 4:13*

*'I can do all things through Christ who strengthens me.'*

### **1.0 Introduction**

Our assessment policy is based on research about effective assessment principles, including the Commission on Assessment without Levels September 2015. The most important components of effective assessment are:

#### **purpose, validity, reliability, value**

The school's belief is that assessment permeates all aspects of quality first curriculum implementation and pupils' progress is an alteration to long term memory and not test results.

We will only have impact on pupils' learning if we have practical approaches and systems that continuously focus on securing and deepening all groups of pupils' learning.

***The purpose of assessment at our school is to identify gaps in pupils' knowledge and skills before they begin a new unit of work. This is done through diagnostic assessments (pre-tests) to recognise specific gaps in knowledge and not standardised test paper scores.***

Formative assessment is at the heart of our approach and is the golden thread across the curriculum that ensures all children receive a high-quality education. It provides continuous feedback between pupil and teacher and quickly identifies if a child is not keeping up with their curricular goals. This enables teachers to quickly provide additional support and practice, particularly for the lowest 20% and SEND pupils, those in receipt of pupil premium and to stretch and challenge higher attaining and gifted and talented pupils. Formative assessment information is used by the teacher to make sure the planned curriculum is in the right order and sequenced effectively in small steps that build knowledge systematically.

Pupils' progress is an alteration to long term memory and our assessment ensures pupils know the intended content they have been taught. This is achieved by spaced recalls, quizzes, pre and post quizzes across the year, discussions with pupils during lessons and work scrutiny that shows pupils improved fluency and ability to 'draw on' previous learning. Talk for learning and talk about 'how we learn and remember previous learning' is an integral part of our schools' assessment culture.

Monitoring by leaders assures the reliability of assessment throughout the school making sure pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school.

In English, Mathematics, Science and the foundation subjects, teachers pass on details at the end of the academic year to the next teacher of any pupils with key gaps in retained knowledge from the year's planned curriculum.

We validate the standards of attainment in Maths and English each term, for each group, from a range of national assessments and standardised tests. During the summer term a full national test or standardised test is completed to assure whether pupils are working at expected standard or above.

In addition to LA moderation, we further ensure and assure the reliability and validity of our assessment by moderation within the school and across Dales Academies Trust schools for different age groups.

At the end of each year the school reviews the effectiveness of assessment, considering the following key questions:

- What is working well in assessment? and
- What could be improved?

There is also a specific review of assessment of SEND pupils to identify ways to further improve the assessment of small steps within a lesson and across a unit of work.

## **2.0 What are the school's core aims for assessment?**

At Croft Church of England Primary School we aim to:

- ensure personalised, formative, ongoing assessment is firmly at its heart
- be sensitive and constructive
- foster learners' motivation
- promote understanding of learning goals and criteria
- be part of effective planning
- develop learners' capacity for self-assessment
- help learners know how to improve
- recognise all educational achievement
- make it central to classroom practice
- make it a key professional skill for teachers
- focus on how students learn
- support parents' understanding of how they can help their children to succeed.

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

## **2.1 What are our key principles of assessment?**

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools with a similar context .
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

## **2.2 What are the key principles of our use of assessment?**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, social and emotional development and our core Christian Values.

### 3.0 Who is responsible for assessment?

Class teachers are responsible for accurately assessing the pupils in their care. Teaching Assistants will support this process. Subject leaders will have a good understanding of assessment systems and structures across the school. The Head Teacher, Mr Robson, has overall responsibility for assessment across the school.

### 4.0 How are pupils assessed?

A wide range of strategies are used to assess pupils at Croft Church of England Primary School.

Day to day formative assessment:

- Marking of pupils' work using the school's marking policy
- Questioning and answering during learning
- Quizzes
- Observational assessment of pupils during learning
- Regular, short recap challenges and tests to check understanding
- Pre and post learning challenges
- Hot and cold tasks
- Scanning work for pupil development

Feedback is also provided in a variety of ways and is manageable for teachers and staff in line with individual subjects' teaching and learning policies. The following strategies are used:

- Teacher-checking
- Self-checking
- Peer-checking
- Instant feedback using technology
- Written individual feedback
- Voice recorded individual feedback
- Video recorded individual feedback
- Pupil 1to1 and small group conferencing (verbal feedback and reflection)
- Whole group post-learning verbal and modelled feedback (see one-page learning evaluation and feedback summary appendix 1.1)
- In school summative assessment (per term):
- End of term tests (NTS Reading and Mathematics, Rising Stars Grammar and Punctuation)
- End of year tests (Salford Reading and Comprehension)
- Short, end of topic and pre and post tests (foundation subjects)
- Individual Provision Map Reviews for pupils with Special Educational Needs (Reviewed each term – minimum)
- Ongoing Tasks (Writing pieces – 2 to 3 per half term)

National baseline assessment

- Early Years baseline assessment (first 6 weeks of Reception)

National standardised summative assessment:

- End of KS2 Teacher Assessments and Tests (Y6)

- Multiplication Tables Check (Y4)
- End of KS1 Teacher Assessments and Tests (Y2)
- Phonics Screening Check (Y1 and Y2 retest)
- Early Years Foundation Stage Profile (Reception)

Pupils working below the national curriculum standard:

- Pre-key stage 1 standards (1,2,3,4)
- Pre-key stage 2 standards (1,2,3,4,5,6)
- Engagement model (pupils with high-needs - see SEND policy)

### 5.0 How are parents and carers kept informed during the year?

Parent and carer consultations are held in October and February. Each pupil is provided with a 'pupil progress card' as part of the consultation meeting to provide parents with a summary of information relating to:

**Attainment** - how well their child is *currently* performing in relation to the expected standard (working at greater depth, working at expected or working towards expected standard for their age)

**Progress** - how much progress their child is *currently* making (more than expected, expected or less than expected)

**Learning Skills** – what their child's *current* learning skills targets are

**Next steps in learning** – what their child *currently* needs to do next to make the next step of progress in their learning

Example pupil report card (Y1-Y6):

		<b>Croft Church of England Primary School Progress Card</b>			
Name		Class Teacher			
Current learning skills targets...		Currently on track to achieve...	greater than expected	expected	working towards
To show a positive attitude 'I can do it!'	✓	Reading	✓		
To be a good listener		Writing		✓	
To share		Grammar, Punctuation and Spelling		✓	
To ask for help only when it is needed		Maths			✓
To show good concentration		Science	✓		
To do homework well and hand it in on time		<b>Next steps in learning...</b>	1. 1000 more or less than a given number 2. Consistent cursive handwriting 3. Remember PE kit		
To not be afraid to get things wrong	✓				
To persevere					

Example of 'adapted' progress card for pupils in Early Years:

		<b>Croft Church of England Primary School Progress Card</b>				
Name		Teacher				
My child's current learning skills targets are...	To find out and explore	My child is currently on track to achieve	Working above	Working at expected	Working towards	
	To play with what they know		Personal, Social and emotional development	✓		
	To be willing to 'have a go'		Physical development			
	To be involved and concentrate		Communication and language			
	To keep trying	<b>My child's next steps in learning are...</b>	1. 2. 3.			
	To enjoy achieving what they set out to do					
	To have own ideas					
	To make links					
To choose own ways to do things						

## 5.1 What happens at the end of an academic year?

Evidence gathered from pupils' work in books and folders and tracked attainment outcomes will be used at the end of the academic year to decide how pupils have performed against each year group's Performance Standards. Performance Standards are split into individual Key Performance Indicators (KPI). KPI are higher order statements derived from the national curriculum document. They represent the major criteria by whose mastery by pupils provides evidence they have grasped the key elements of knowledge, skills and understanding.

Parents will be informed at the end of each academic year about their child's attainment against the Performance Standards using the following:

**Working towards expectations** where one or more of the year's KPIs will have to be revisited.

**Working at the expected level** and is secure with all KPIs and can move onto the following year's KPIs.

**Working at greater depth** and is working beyond expectations and can move onto the following year's KPIs.

## 5.2 How are parents kept informed at the end of the year?

All parents and carers are provided with an end of year report for their children in July and are also given an opportunity to attend a third consultation meeting if they would like to. The report will provide information as described above but will also be in the form of a 'descriptive report' and will include the following information:

- Teacher comments about what the child has experienced and achieved across the year
- Next steps in the child's learning
- Whether the child has demonstrated that they are working below expected, working at expected or working at greater depth against year group standards
- Whether the child is showing effort in PE that needs improvement, is satisfactory, is good or is excellent
- Whether the child always, mostly, sometimes or rarely shows good learning skills:
  - Shows a positive attitude...*
  - Is a good listener...*
  - Is able to share ideas and knowledge...*
  - Asks for help...*
  - Shows good concentration...*
  - Completes homework regularly and on time...*
  - Is not afraid to get things wrong...*
  - Perseveres when learning is tough...*
- A record of the child's attendance and lateness
- The child's own comments about their learning
- Teacher's general comments about the child's learning and attitude to learning
- Opportunity for parents and carers to comment about their child's report

Reports for children in Year 1 will include outcomes of the statutory phonics screening check.

Reports for children in Year 2 will include end of Key Stage 1 Teacher assessments in Reading, Writing, Mathematics and Science. For those pupils who did not pass the phonics screening check in Year 1, their re-test score will be included too.

Reports for pupils in Year 4 will include outcomes of the new multiplication tables check.

Reports for Year 6 pupils will include end of Key Stage 2 statutory national curriculum tests results in Reading, Grammar, Punctuation and Spelling and Mathematics and teacher assessment outcomes in Writing and Science.

See appendix 1.2 for an example of an end of year report for a child in Year 1-6.

Early Years pupil reports also include a descriptive report and include the following information:

- Teacher comments about what the child has experienced and achieved across the year

- How the child has performed against the 7 areas of learning in the Foundation Stage Profile
- Next steps in the child’s learning

See appendix 1. for an example of an end of year report for a child in Early Years.

**6.0 How are targets set?**

At the beginning of the year, each pupil has individual targets set for them based on their prior attainment. After this academic year, pupils will have additional targets based around the number of KPI they are expected to achieve and/or exceed by the end of the year.

**7.0 How is in-year progress measured and displayed?**

The new world of assessment without levels is intended to encourage a more professional, intelligent assessment. There is a recognition that learning is neither neat, nor linear. Progression is more focused on understanding and developing greater depth in the national curriculum than on mere progress to the next set of content. However, in order to track pupil progress across a year, an end of year prediction is updated in at the end of every half term and added to the school’s tracking system. This prediction will indicate whether a pupil will be working towards, expected or working at greater depth if they continue their ‘current rate of progress’ and attainment. Teaching staff will analyse assessment information in Reading, Writing, Grammar Punctuation and Spelling and Mathematics and will identify strengths, weaknesses and next steps. Pupils who are not on target to meet end of year targets are identified as urgent action pupils and appropriate, adapted and additional provision is put in place to ensure that pupils make more rapid progress and meet their end of year targets.

**8.0 How is assessment used to support and stretch pupils?**

The new national curriculum is very different. Unlike the previous curriculum, pupils will not be ‘rushed’ through curriculum expectations. If pupils are particularly able they will be provided with greater opportunities to ‘deepen’ their knowledge and understanding and apply higher order thinking skills and demonstrate independence, fluency, application, consistency, synthesis and many opportunities to revisit learning. Only in situations where pupils are considered to be gifted and talented, will the next year group’s expectations be considered appropriate. Pupils who cannot access year group expectations may need to ensure that gaps within their learning are addressed and this may mean that expectations for the previous year group are relevant. Pupils that this may be relevant for would have previously been identified through the school SEND register.

Learning at Croft School promotes the principles of teach, practise and apply. Sometimes pupils may need to practise more than other pupils and others may be ready to go on and apply their skills and use higher order thinking skills and deepen their understanding.

<b>Teach and Practise</b>	<b>‘First experience’ Core teaching and modelling</b>	<b>Working towards</b>  <b>Expected standard</b>  <b>Greater depth</b>
<b>Apply</b>	<b>‘Practical application’ Rehearsing and applying</b>	
<b>Higher order</b>	<b>‘Fluency’ Prove it!</b>	
	<b>Reasoning</b>	
	<b>‘Problem Solving’ Rich and complex</b>	

The standard that pupils are working at is used as evidence to decide pupils’ level of understanding when making judgements about attainment and progress. This is particularly useful in assessing pupils who are ‘working at greater depth’ who should be showing evidence of ‘higher order’ thinking skills within their learning.

**These pupils will be able to demonstrate:**

<b>Independence</b>	Apply the skill or knowledge without recall to the teacher
<b>Fluency</b>	Apply the skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
<b>Application</b>	Apply the skill and knowledge to a range of different contexts including other areas of the curriculum
<b>Consistency</b>	Consistently use their skills, knowledge and understanding
<b>Synthesise</b>	Organise ideas to make connections with other areas of learning and new areas
<b>Re-visit</b>	Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty
<b>Explain it</b>	Able to explain to others their understanding and perhaps be a learning buddy to others

We are continually developing our assessment practice and understanding of assessing the curriculum. If parents or carers have any questions with regard to assessment, they should speak to their child's class teacher or the Head Teacher for more information.





**End of Year Report 2021/22**

<b>Name of pupil</b>		<b>Class Teacher</b>	
----------------------	--	----------------------	--

<b>Attendance</b>	<b>Autumn</b>	<b>%</b>	<b>Spring</b>	<b>N/A</b>	<b>Summer</b>	<b>%</b>
-------------------	---------------	----------	---------------	------------	---------------	----------

My child's current learning skills targets are...	<i>To find out and explore</i>		Area of learning	Working above	Working at expected	Working towards
	<i>To play with what they know</i>		Personal, Social and emotional development	✓		
	<i>To be willing to 'have a go'</i>		Physical development			
	<i>To be involved and concentrate</i>		Communication and language			
	<i>To keep trying</i>		Literacy			
	<i>To enjoy achieving what they set out to do</i>		Mathematics			
	<i>To have own ideas</i>		Understanding the world			
	<i>To make links</i>		Expressive arts and design			
	<i>To choose own ways to do things</i>		Overall			

**Covid-19 recovery progress:**

**General comments:**

**Next steps:**

- 1.
- 2.
- 3.

**Teacher signature:** \_\_\_\_\_

**Head Teacher comment:**

**Headteacher signature:** \_\_\_\_\_



**End of Year Report 2021/22**

<b>Name of pupil</b>		<b>Class Teacher</b>	
----------------------	--	----------------------	--

<b>Attendance</b>	<b>Autumn</b>	<b>%</b>	<b>Spring</b>	<b>N/A</b>	<b>Summer</b>	<b>%</b>
-------------------	---------------	----------	---------------	------------	---------------	----------

My child's current learning skills targets are...	<i>To find out and explore</i>		Area of learning	Working above	Working at expected	Working towards
	<i>To play with what they know</i>		Personal, Social and emotional development	✓		
	<i>To be willing to 'have a go'</i>		Physical development			
	<i>To be involved and concentrate</i>		Communication and language			
	<i>To keep trying</i>		Literacy			
	<i>To enjoy achieving what they set out to do</i>		Mathematics			
	<i>To have own ideas</i>		Understanding the world			
	<i>To make links</i>		Expressive arts and design			
	<i>To choose own ways to do things</i>		Overall			

**Covid-19 recovery progress:**

**General comments:**

**Next steps:**

- 1.
- 2.
- 3.

**Teacher signature:** \_\_\_\_\_

**Head Teacher comment:**

**Headteacher signature:** \_\_\_\_\_