



ASSESSMENT POLICY

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and areas for development.

At Orchard Park we assess children through a range of different sources to ensure that we monitor attainment and progress effectively to enable all pupils to make progress from their starting points.

This policy and procedure has been produced based on recommendations in the 'Final Report of the Commission on Assessment without Levels' (Sept 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

AIMS/PRINCIPLES OF ASSESSMENT

- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Use assessment information to evaluate and inform planning, strategies and use of resources and support.
- Inform parents and the Governing Body about progress and attainment.
- Ensure a consistent approach to measure progress towards and against national standards.

TYPES OF ASSESSMENT

At Orchard Park we use three broad overarching forms of assessment:

- Formative assessment
- Summative assessment
- Nationally standardised summative assessment

ASSESSMENT CRITERIA

Children are assessed against the end of year expectations for each year group (Years 1 - 6).

To track progress across the year each group has then been divided into bands:

- E = Emerging
- D = Developing
- S = Secure
- M = Working at Greater Depth

To be working at the age related expectations children need to be judged as secure or working at greater depth by the end of the academic year.

In Early Years, children will be given a 'baseline' assessment using EExBA on entry. Teachers will then use this alongside their professional judgement to assess the age band which children are working within across the EYFS 17 areas of learning.

The expected standards are;

Nursery:

- 30-50 months = in line with age related expectations
- 22-36 months = below age related expectations
- Any other lower age band = significantly below age related expectations

Reception:

- 40-60 months = in line with age related expectations
- 30-50 months = below age related expectations
- Any other lower age band = significantly below age related expectations

At the end of EYFS children will be allocated a number for each of the 17 Early Learning Goals:

- Emerging = 1
- Expected = 2
- Exceeding = 3

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy. All judgements will be entered into the SIMs Assessment Manager.

FORMATIVE ASSESSMENT

Formative assessment is a fundamental part of teaching and learning. It is an ongoing, day-to-day assessment which is carried out by teachers and is central to effective classroom practice. Formative assessment allows teachers to understand pupil performance on a continuing basis, enabling them to identify pupils' strengths and identifying any gaps against each strand of the curriculum. It therefore informs future planning and support to enable all children to make strong progress.

For children, in-school assessment helps them to measure their knowledge and understanding against learning objectives and wider outcomes as well as enabling them to identify where they need to target their efforts to improve.

At Orchard Park, formative assessment is tracked against the National Curriculum objectives on the SIMs teacher app. For each objective teachers make a judgement based on their marking, observations, questioning and knowledge of each child.

Judgements:

- U = Unable to assess
- E = Emerging
- D = Developing
- S = Secure
- M = Mastered/Working at Greater Depth

Examples of formative assessment:

- Marking and feedback
- Questioning
- Observational assessments
- Guided group/small group notes
- Discussions with pupils
- Regular re cap quizzes
- Pupils self-assessment e.g. traffic lights, bounce back in blue, self-marking against success criteria
- Peer marking
- Pupil conferencing

SUMMATIVE ASSESSMENT

Although formative assessment is the main way of collecting information at Orchard Park, summative assessments are still a valuable and significant contributor to our understanding of children's learning. There are two types of summative assessment; in-school and nationally standardised.

In-school

To support and moderate teacher judgements, children in Key Stage One and Two periodically undertake a range of summative assessments in-school. This information, together with teacher judgements, is recorded on to SIMs after each assessment cycle (three times per year) using the criteria outlined above.

This information is used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Examples of summative assessment:

- End of topic tests/quiz
- Optional Tests for years 1, 3, 4 and 5 and past paper for years 2 and 6
- Reading age assessments
- Phonic trackers
- Reading trackers
- Termly trackers

Nationally Standardised

At key points through primary school children are assessed against national expectations through a range of standardised assessments. This provides information on how children at Orchard Park are performing in comparison to children nationally. It will also provide information to parents on how the school is performing in comparison to schools nationally. Standardised assessments also enable teachers and leaders to assess performance against others to make judgements about the school's effectiveness.

These assessments include:

- Baseline assessment in Reception - GLD
- Phonics Screening Check in Year One
- National Curriculum tests (SATs) at the end of Key Stage One
- Multiplication Check in Year 4
- National Curriculum tests (SATs) at the end of Key Stage Two

SEND

As appropriate, we use the same assessment system for tracking the progress of children with special educational needs or disabilities. Modifications will be made by teachers to ensure questioning, discussions and marking are accessible for children, depending on their specific needs. In some cases it is appropriate to assess children according to curriculum objectives most suited to their ability instead of age related expectations or using P levels. This enables us to ensure lessons are accurately pitched with appropriate challenge at all stages of their education. E.g. If a child is in year 5 and accessing the curriculum objectives in year 3, he/she will be assessing using the codes: 3E, 3D, 3S.

MONITORING

Throughout the year, a range of monitoring systems take place to ensure our assessment is robust and consistent and that we are continually evaluating our teaching and learning to ensure all children make progress.

Staff Responsibilities

- Assessment Coordinator will use the tracking system to report on progress of all individuals, groups and cohorts at the end of each term. Whole school trends and areas of concern will be identified. This information is then shared with Governors in regular assessment meetings.
- Subject Leaders and Key Stage Leaders will track the progress of their subject/key stage, identifying trends and areas of concern.
- SENCo will track the progress of groups (PP, EAL, LAC and SEND) and monitor the progress children are making who are receiving specific interventions.
- Class Teachers will track the progress of their cohort and identify any children causing a concern.
- In the Summer Term, the current teacher and receiving teacher will meet to agree all judgements.
- The Senior Leadership Team regularly monitor a range of books to ensure assessments are accurate.

Termly Tracker

Using all the assessment information gathered, teachers make an overall judgement on the percentage of secure objectives, based on the objectives taught so far within the academic year. (See Appendix A for further information.) This percentage highlights whether a child is on track to reach ARE, below or above. This information can then be used to inform future planning and interventions where applicable.

Progress Tracker

To ensure all children make progress from their starting point, we use a progress tracker. This document allows us to see each key group and the progress that they make across the year, as well as the progress made from previous years. It also ensures that the gap between vulnerable groups is closely monitored.

Pupil Progress Meetings

Once a term, pupil progress meetings take place with the Class Teacher, Headteacher, Deputy Headteacher and SENCo. This allows for the progress and attainment of individuals, groups and cohorts to be challenged and for barriers to learning to be identified. Next steps for these pupils are identified to ensure that progress is strong for all. Any specific intervention and support is also evaluated and updated. It is vital that termly trackers are updated prior to this meeting so that class teachers can come to meetings fully informed with where children are against age related expectations and what possible interventions need to take place.

COMMUNICATION WITH PARENTS

Regular communication and a strong partnership between school and home is vital to successful learning. Children's attainment and progress will therefore be discussed at Parent Consultation Meetings, which take place twice a year (Autumn and Spring Term), and through a written report (Summer Term). The end of year report will also include key assessment data. Regular feedback is shared throughout the year in a range of ways (differentiated homework tasks, reading records, and conversations at the start and end of the day). Teachers are always available for informal consultations if parents wish to discuss their child's learning at other points.

At the start of each academic year parents also receive an information booklet outlining the end of year expectations and the statutory words for their child's year group.

MODERATION

Moderation is important to ensure a consistent approach in assessment, both in school and nationally.

At Orchard Park we:

- meet regularly when in staff and phases meetings to moderate judgements
- carry out regular monitoring which involves moderating work through planning and book scrutiny; sharing findings with staff

- collate further evidence to support teacher assessments (progress and standards file, SEND progress file)
- regularly participate in moderation meetings with local cluster schools

LINKS TO OTHER POLICIES/DOCUMENTS

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy
- Pupil End of Year Goals Overview
- Parents' End of Year Expectations Guide
- Progress and Standards File
- SEND progress File

REVIEW

The Headteacher, the Assessment Coordinator and all the staff review this policy regularly. Any suggested amendments will be presented to the Governors for discussion.

Revised July 2019

Formative Assessment Judgements

These judgments are used to assess children against unit objectives and are recorded in the SIMS tracker.

E	Emerging The child is beginning to demonstrate a basic understanding of the objective taught with support.	Remembering
D	Developing The child is beginning to demonstrate a basic understanding of the objective independently.	Understanding
S	Secure The child has the acquired knowledge and a strong understanding of the objective taught.	Applying
M	Greater Depth/Mastered The child is beginning to show that they can apply the acquired knowledge in different ways and to new challenges.	Analysing Evaluating Creating

Overall Strand and Subject Judgements

These judgments are used to assess how a child is progressing towards achieving the age related expectations for their year group in each subject. This information is recorded SIMS programme of study tracker.

Well Below ARE	Below ARE	On track to achieve ARE	Working above ARE
Up to 25% of objectives taught at assessed at secure or above.	Up to 50% of objectives taught are assessed at secure or above.	Up to 75% of objectives taught are assessed at secure or above.	100% secure in all objectives taught and are able to apply and make links across the curriculum.