



Parklee Community School

Assessment Policy

Mission Statement

“Enjoy, Engage, Empower”

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence

1. Our Intent for Assessment

At Parklee assessment means continually evaluating children’s knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. It is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this it offers an opportunity for children to demonstrate and review their progress. It is an integral part of our ambitious, high expectations culture.

We are committed to:

- Seeking and interpreting evidence for use by children and their teachers to decide where learners currently are in their learning, where they need to go next and how best to get there.
- Using assessment, day-to-day, in the classroom to raise children’s achievement and their aspirations. We believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close any gap).
- Providing children with clear, precise and easily comprehensible feedback, in oral and written forms as per our Marking and Feedback Policy, which will support their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teachers’ feedback will be evaluated by how great an impact it has on pupils’ future progress.
- Involving children at all times in an ongoing self-improvement process and assisting them to understand that the continual quest to improve oneself is a crucial life skill. Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practise more can be achieved.
- The regular review of what has been learnt by children being built into our lesson structure and our programmes of study.
- Assessment drawing upon a wide range of evidence that establishes a full picture of what a child can do.
- Continually tracking the performance of children and using this information in four ways

- to ensure that all children are suitably challenged
 - to provide additional challenge for those who are ready for this
 - to provide additional learning support for those who are currently finding learning more difficult
 - to ensure that every child really does matter and nobody is ever overlooked.
- Giving reliable, meaningful and regular information to parents about how their child is performing and how our school is performing. At all times this information will be clear, transparent and easily understood. It will be communicated in a format that parents can understand and it should assist them in supporting their child's future learning.
 - Avoiding any tendency to judge, label or categorise children, but instead show a never ending commitment to the notion that all children can and will succeed. The regular moderation of assessment judgements by professionals working within and beyond our school being used as a mechanism for refining the accuracy of those judgements.

2. Different Types of Assessment

- **Day-to-day assessment for learning:** this is **formative** assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This is continual and ongoing, with assessments informing future lesson planning.
- **Summative assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents. From the summer term 2021 the school has used NFER test materials and the INSIGHT data collection tool.

3. Pupil progress, attainment and achievement

Parklee is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked, or followed, carefully throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards and compare these with national and local authority standards
- ensure that teachers always know the point that a pupil has reached in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and evaluate the reasons for this.

The majority of children join our school in the nursery class. By the end of the EYFS children are assessed 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.

On entry into Y1, a baseline assessment is recorded for the children based upon their EYFS outcomes and achievements and informed by the assessments made by the EYFS teacher.

This is the initial starting point for measuring pupil progress in the school tracking system INSIGHT.

Attainment and achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

At Parklee we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make based on past performance.

4. Tracking pupil performance using INSIGHT

A record of every pupil's academic performance will be kept on the school's **computerised tracking system – INSIGHT**. Teachers can access their class's assessment data by logging onto the web-based software. They can see how individual pupils have performed since they began in Autumn term Y1 (or the point when they first joined the school for in year admissions). A picture of a pupil's progress over time, and their rate of progress during a particular year, can be established.

In addition, INSIGHT will assist school leaders to:

- monitor academic standards for statutory and non-statutory assessments.
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.
- Provide a basis of discussion for transition meetings as children move up the school

- Provide data and information for teacher Performance Management

Tracking Attainment (Years 1-6)

We are using a system based on five bands:

Main Assessment System:

Pre Phase – Working towards the expectations of a programme of study based on the child's chronological age group. Teachers will then assess individual children who fall into this band within the SEND assessment system in order to closely track their progress and attainment.

Working Towards - The beginning of the year group programme of study and therefore limited knowledge of end of year expectations. Working towards the end of year expectations.

Working At – Secure in the majority of end of year expectations.

Secure - Secure in all the end of year expectations and is able to use and apply their knowledge and skills confidently.

Greater Depth – Secure in all the end of year expectations and is able to use and apply their knowledge and skills confidently. They are able to show greater depth and breadth of knowledge.

SEND Assessment System:

Children working a lower level than expected for their chronological age will be closely tracked and monitored by the school SENDCO. Children identified to be on the school's SEND Register may complete NFER tests from lower year groups where appropriate by approval from the SENDCO.

Pre Phase / Working Towards / Working At / Secure / Greater Depth – Working towards the expectations of a programme of study which is from an academic year below the child's chronological age group. Children identified with having Special Educational Needs will be assessed using the SEND assessment system. The 1-6 number system will represent the academic year that child is working towards, at or is secure within. For example, a child in Year 5 could be assessed as 3WT meaning that the child is working towards the Year 3 programme of study in the autumn term. They would then be assessed in the spring term, and achieve 3WA (working at the year 3 programme of study) showing individual progress within the SEND assessment system.

The five band, system will help to show progress over the school year. The SEND assessment system will allow children to succeed in their small steps of learning in line with their ability.

For children to be working at age-related expectation, they would need to reach the secure (s) step at the end of the appropriate year. Greater Depth effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging, grasp of the content and concepts.

Although the 2014 National Curriculum gives flexibility to introduce content earlier or later than set out in the programme of study, it is important for children to have opportunities to apply their understanding in a range of challenging real life, contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We would expect children who are

secure in the band of statements they are working on to have these experiences, and therefore be working at the Greater Depth step before being assessed against the following year band statements.

For some children with more complex SEND, who may have an Education Health Care Plan or working towards this, we will use the B Squared Assessment system in order to track the small steps in learning to support their modified and specific learning plans. This will be input and closely monitored by the school SENDCO as the single user of the B Squared programme.

Other 'screener' assessments are used by the school for SEND purposes including 'MOTIONAL', 'Non Verbal Reasoning' and the GL 'Dyslexia Screener' to help inform staff and parents / carers of any potential additional needs.

Assessing progress in foundation subjects

School leaders are committed to teachers working within a manageable and sustainable assessment framework. Staff are expected to assess the foundation subjects once per year. Staff are expected to report on.

- Religious Education
- Computing
- Art and Design
- Design Technology
- Languages
- Geography
- History
- Music
- Personal, health, citizenship and social education (PSHCE)
- Physical Education (PE – Parklee uses PE Passport)

Pupil Progress Meetings

We value many approaches to assessment and appreciate that, although tests provide an easily calculated score, we should not only value that score but ensure the personal knowledge by the teacher of each child is key.

The progress of individuals and specific groups of children is discussed at regular pupil progress meetings. Discussions take place in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

The use of INSIGHT allows all staff to monitor, analyse and plan for individuals and groups of children. Features of this web-based software include the monitoring of different groups of pupils. It also provides functions such as graphing trends, pathways and predictions which support pupil progress meeting discussions, parent consultations and subject leaders.

5. Assessment and the Early Years Foundation Stage (EYFS)

Within the EYFS (Nursery and Reception classes) assessments are carried out continuously against all seven areas of the EYFS Framework. Assessments are in both:

Formative- which are assessments primarily based on practitioner's knowledge of what a child knows and are daily. At Parklee we utilise an assessment tool called 'Evidence Me' as our primary method of recording children's achievements through photo and video observations. These observations are of the daily activities and events that take place within the indoor and outdoor learning environments. These help us to capture children's spontaneous and independent learning as well as adult led tasks. This assessment tool allows for a range of perspectives including those of the child, parents and other adults who have significant interactions with the child. Alongside 'Evidence Me' children in Reception class have work books in Literacy and Mathematics to display their learning and help towards their readiness for KS1.

Summative- which is based on a holistic view of what a child can demonstrate against each of the ELG at the end of Reception. At Parklee, when assessing children against the ELG's we look at the whole description for each goal to help us to determine whether this best fits the child's knowledge and we take into account the child's strengths and weaknesses. The ELG's interconnect, which means children are likely to demonstrate attainment in more than one area of learning when engaging in activities and learning opportunities.

At the end of the Nursery year, assessment information is shared in detail with the reception teachers to identify the children who are 'on track' (expected) against age related objectives and the children who are not on track (emerging) and are needing additional support and interventions.

At the end of Reception, the teacher will consider each of the Early Learning Goals for a child and they judge whether a child is meeting the level of development expected at the end of Reception year (expected) or not yet reaching this level (emerging).

At Parklee all EYFS staff are responsible for assessing pupils on an ongoing basis, throughout the year, ensuring that their assessments relate to findings from observing independent, child initiated activities, and in more structured teacher lead activities. Over time this builds up a picture of what pupils can do.

A good level of development (GLD)

Children will be defined as having reached a good level of development at the end of the EYFS if they achieve 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.

At the end of the final year of the EYFS, reception teachers must give year 1 teachers a copy of each child's EYFS profile, including: a record of the child's attainment against the 17 ELGs, stating for each ELG whether the child is: meeting 'expected' levels or not yet reaching expected levels ('emerging')

On entry into Y1 a baseline assessment is recorded for the children based upon their EYFS outcomes and achievements and informed by the assessments made by the EYFS teacher.

This is the initial starting point for measuring pupil progress and recording using the school tracking system INSIGHT.

6. Summative assessments

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a regular analysis of pupil performance data and allow speedy intervention and action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted.

Key Stage 1

Year 1: An on entry to Year 1 baseline assessment is carried out within the first half of the autumn term. Carry out termly (spring and summer) NFER assessments in reading, grammar, punctuation, and mathematics (mental and reasoning). Assessments for writing are carried out using teacher judgments against National Curriculum standards. Mental arithmetic assessments are also carried out through the year.

The Phonics Screening Test (June) for Y1 children, assesses how secure pupils' phonic knowledge is based on national standards.

Year 2: Carry out termly (autumn and spring) NFER assessments in reading, grammar, punctuation, and mathematics (mental and reasoning) and spelling. Assessments for writing are carried out using teacher judgments against National Curriculum standards. Arithmetical assessments are also carried out through the year.

End of Key Stage 1 National Curriculum Standardised Tests (Year 2 SATS - May)

Assessments for Phonics in Year 1 and 2 will be more frequent and recorded using Phonics Tracker.

Key Stage 2 - Carry out termly NFER assessments in reading, writing, grammar, punctuation, spelling and mathematics (mental and reasoning). Mental arithmetic assessments are also carried out through the year.

Termly assessments will be carried out in a period of at least 11 weeks between each test. Teachers will make an end of year judgement that will inform reports. This will also form the baseline for the next academic year.

Y4: Multiplication Tables Check - Summer Term

Y6: End of Key Stage 2 National Curriculum Standardised Tests (May SATS)

Y3 and Y5: One Non Verbal Reasoning test will be carried out in this year group in the summer term and recorded on INSIGHT. (Maths Section – Non Verbal Reasoning)

Y5 and Y6: On entry to Year 5 and Year 6 Baseline assessments are carried out within the first half of the autumn term.

The Salford Sentence reading Test will be completed for all children Y3 – Y6 annually and recorded using INSIGHT. Children identified to have a significantly low reading age will be targeted for intervention.

It is extremely important that there is assessment data on **all** pupils. Pupils who are absent for any test during the week will take the test during the following week or at the earliest opportunity after this

The assessment information will be analysed to look for trends:

- boys/girls
- pupils on free school meals/pupils not on free school meals
- disadvantaged pupils (FSM Ever6 and LAC and PLAC)/non-disadvantaged pupils
- pupils who speak English as an additional language/English first language speakers
- younger pupils born in the summer months/old pupils born in the Autumn or Spring
- pupils who have arrived at the school late as in year admissions/pupils who joined the school in reception
- pupils from other ethnic groups
- looked after children and adopted pupils/all other pupils

Pupils in Key Stages 1 and 2 working below test levels designed for their age

A very small number of pupils – normally pupils with an Education Health Care Plan– will not be working at a sufficiently high enough level to access the tests designed for their age group. These pupils may take a test they are able to access that is designed for younger aged pupils. This arrangement is only possible with the permission of the Headteacher, Deputy Headteacher, SENDCO or Assessment Lead. A small number of pupils may not be working at a level that allows them to access any test. For these pupils teacher assessment should be used as the sole measure of their progress and steps will be taken by the Headteacher or Deputy Headteacher to ‘Disapply’ or make appropriate access arrangements.

For some children with more complex SEND, who may have an Education Health Care Plan or working towards this, we will use the B Squared Assessment system in order to track the small steps in learning to support their modified and specific learning plans. This will be input and closely monitored by the school SENDCO as the single user of the B Squared programme.

Communicating information about pupils’ progress to parents

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will ensure the following happens each year:

- Autumn and Spring Parents’ Evenings – progress discussed.
- Offering additional, informal meetings, by appointment on the request of parents/carers
- Issuing an annual school report during the second half of the Summer Term. In this report teachers should stipulate very clearly whether pupils are performing:
 - broadly at the national expectation for their age
 - above the national expectation for their age
 - below the national expectation for their age
- Parents want to know:
 - How well is my child doing?
 - Does the school understand my child?
 - Is my child able to work as hard as they can?
 - Is my child being adequately supported/challenged?
 - Does my child have a say in what goes on?

Parents of children on the SEND register are given their child's pupil passport to review progress against the individualised targets on their child's IEP support plan (Pupil Passport). The IEP (Pupil Passports) are updated at these meetings, and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers at any time, should they have any concerns.

7. Assessment for learning (AfL)

The features of assessment for learning are at the core of the pedagogic approach that results in very high standards being achieved. In brief, the key elements of effective AfL are:

- assessment being done with pupils, rather than being done to them
- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or steps to follow, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- 'Dialogic talk' - this involves extended pupil talk, with the teacher asking probing, supplementary questions and *'the talk not always returning to the teacher'*. Instead, the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant 'drip, drip' feedback on pupils' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a pupil needs to take to improve.

8. Moderation: establishing consistency in assessments

Greater accuracy and consistency in assessment judgements develops when teachers engage in joint assessment within a moderation framework. The discussion, debate and difference in view that transpire are helpful in establishing consistency in understanding. So, quality time will be scheduled for the following cyclical moderation processes:

- moderation within departments
- moderation across school
- cross school moderation with local schools within our consortia

9. Roles and Responsibilities

The school governors are responsible for:

- Ensuring that statutory assessment arrangements are carried out.
- Satisfying themselves that the Headteacher is promoting nationally acceptable assessment standards within the school.
- Supporting the Headteacher and teachers in fulfilling their responsibilities.

- Becoming familiar with national assessment standards.

The Headteacher is responsible for:

- Implementing the assessment and reporting arrangements at the school.
- Ensuring access arrangements are put in place to support pupils with SEND and additional needs.
- Ensuring a workable and coherent model is in place.
- Ensuring all teachers are kept updated regarding assessment practice and legislation.
- Reviewing and updating the school's assessment recording and reporting policy at regular intervals.

All teachers are required to:

- Carry out all statutory assessment and reporting arrangements.
- Carry out all assessment, record-keeping and reporting arrangements within the timeframe required by the Headteacher and the school's policy.
- Attend appropriate in-service training, agreement trialing and moderation sessions.
- Enter data into INSIGHT and prepare for pupil progress discussions.

Revised and adopted by the Governing Body

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