



## **Dallimore Primary and Nursery School Assessment Policy**

### **Introduction**

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The purpose of any assessment is to improve learning.

To this end:

- The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning.
- Assessment generates areas for continuous improvement and supports achievement. It takes place in all year groups and across all core subject areas.
- All assessments are meaningful and avoid unnecessary recording or tracking. and can take the form of observations, discussions, formal assessment of written work and tests.
- Our approach is inclusive and we strive for children of all abilities to achieve.
- The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance.

### **Aims and objectives**

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

## **Arrangements for the governance, management and evaluation of assessment:**

### **Roles and responsibilities**

#### **Governors**

- Monitor whole school data and ask questions of senior leaders with regard to practices and outcomes
- Hold senior leaders to account regarding outcomes

#### **Senior Leadership Team**

- Moderate teacher assessments and tests
- Set realistic whole school targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice
- Use assessment data to hold teachers to account through pupil progress meetings whilst providing support for teachers to ensure effective practice in place
- Identify the need for CPD as necessary.
- Implement and monitor effective interventions following pupil progress meetings

#### **Teachers**

- Regularly use ongoing formative assessment
- Ensure iTrack is up to date and use summary information to inform future plans
- Make summative judgements at defined points in time
- Provide feedback to pupils and set realistic targets for individual pupils as necessary and appropriate
- Provide assessment information to the senior leadership team, parents and pupils

#### **Teaching assistants**

- Provide feedback to teachers on pupil progress and attainment as required to ensure that teachers have an accurate picture of pupils' strength and areas for development
- Provide feedback to teachers with regard to support given to pupils throughout lessons
- Contribute to pupil progress meetings so that there is a full picture of support given to pupils in each subject

#### **Parents and carers**

- Attend meetings with teachers to discuss their children's attainment and progress
- Support children with their homework
- Seek support as necessary if have worries about their children's attainment

#### **Pupils**

- Take ownership of their learning, working hard to achieve their targets.

## **How assessment outcomes are collected and used**

We use 3 key forms of assessment

- In-school formative
- In-school summative
- Nationally standardised summative.

### **In-school formative assessment**

This takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths whilst highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning

We use our own Assessment Grids based on end of year age-related expectations to support our formative assessment methods and to set relevant targets.

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence. Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on.

### **In-school summative assessment**

This sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas.

In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school. These assessments may be carried out at end of a topic, term or year and provide ratification of formative assessment. They may take the form of written tests, observations, assessment tasks, photographs or learning workbooks. We

map children's progress against age-related expectations. These are based on the national expectations of what the expected average stage of pupils is at the end of each term.

### **How results of summative assessments are tracked through school**

We use iTrack to set whole-school and class targets, track pupil progress and attainment, identify which children may need some additional resources or interventions and monitor the effectiveness of these.

Data entry takes place termly and following this the senior leadership team use iTrack to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. Progress and attainment data is communicated to all stakeholders as required, including parents and governors and where necessary the Local Authority via the School Improvement Advisor.

### **Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate.

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception outcomes: children reaching age related expectations
- Year 1 phonics screening test
- End of KS1 (end of Year 2) teacher assessments in English and Maths
- Year 4 times tables check
- End of KS2 (end of Year 6) SATs in English and Maths and teacher assessment for writing

It is recognised that this policy will need to be reviewed on an annual basis to reflect the ever changing nature of assessment procedures and potential changes published by the Department for Education and Ofsted.

**Date of policy: July 2021**

**Date of next review: July 2022**