



Assessment Policy

This policy applies to all pupils in the school, including EYFS

Agreed by (Head and Governance)
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Assessment Policy

Introduction and Purpose

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at Sherborne House School.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with the content of this policy
- (ii) the standards for the assessment framework
- (iii) the implementation of the assessment framework
- (iv) the day to day learning needs of the children
- (v) monitoring and evaluating the progress of the children they teach and care for

Subject leaders are responsible for:

- (i) providing clarity in the use of the documentation providing the framework of progression
- (ii) ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner
- (iii) tracking the progress of children in their subject

Senior leaders are responsible for ensuring that there is:

- (i) a clear cycle to ensure that staff are sufficiently trained
- (ii) time for subject leaders to monitor the quality and accuracy of assessment in their subject
- (iii) analysis of tracking data linking outcomes and areas of development to the school development plan
- (iv) providing feedback to subject leaders and teachers about overall progress and the school's next steps
- (v) detailed evaluation about progress against pupil goals

Forms of Assessment

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'. Assessments should be able to fulfil the various purposes which are decided on by the school and be manageable by the teachers in their workload. Therefore the principle of 'single input:multiple output' is important.

Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning and be annotated on weekly plans
- include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure students are clear about their next steps

- Promote commitment to learning goals by engaging students in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Engage students in the setting of personal learning goals
- Develop strategies for self- assessment so that students can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
- Inform Planning for Learning; a teacher’s planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
- Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner’s strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Summative

The means of discovering the proficiency of a student may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the students are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Informal summative assessment may take many and varied forms. Some examples include:

- (i) plenary activities
- (ii) spelling /mental maths tests
- (iii) sports or music demonstrations
- (iv) oral discussion
- (v) marking of books/work

Formal summative assessment is used at The School in accordance with the assessment schedule in appendix 1. It includes:

- internal testing at the end of a module / period of learning
- 11+ exams

Diagnostic

Determining knowledge, skills and possible weakness. This would include the use of pre-assessment such as

- CATs, Incas, NFER, PTM and PTE
- internal testing such as spelling/ reading ages, reading, writing and maths assessments prior to embarking on a topic

Prior to learning taking place in order to identify

- areas children are secure in and might not need teaching
- gaps in knowledge that need supporting

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the **SEND** or **Enrichment Coordinator**

The SEND and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. Fuller detail on this is covered in the SEN and Enrichment Policies.

Framework for Assessment

Early Years

The school uses Tapestry to assess the stage of the children on entry to the school at any point of EY based on the EY framework. Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on their individual Learning Journeys which record the appropriate age bands that the child has reached and the corresponding next steps. The Reception profile is completed at the end of the Reception year.

Year 1-6 English, Maths, Computing and Science

In order to help teachers make consistent judgements, the school has chosen to use 'Steps to Success', a framework, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the standardised Curriculum for:

- English (Reading and Writing, including spelling and grammar)
 - Maths
- Add any other subjects assessed

These 'Steps to Success' indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

CDS

Schools use GL assessments digital system to assess potential, attainment, progress and attitudes

- Potential – as shown by the CAT scores, with particular emphasis based on the scores in the first test
- Attainment – as shown by PTE and PTM, as well as the reading and spelling scores
- Progress – as shown in PTE and PTM performance in successive years
- Attitudes – using the PASS pupil survey

Recording Progress

The school has clear procedures for recording assessment. They are designed to:

- Ensure that a clear picture of each student's progress is developed
- Limit administrative burden on staff
- Allow clear communication of progress to the students and their parents

The school will record the progress of each student against age related expectations on Pupil Asset for: Maths and English.

For other subjects a set of age related subject expectations, developed in conjunction with other Bellevue schools will be developed during the academic year 2015/2016 by adapting the criteria laid out by NC 2014.

Methods for the collection and interpretation of data should include the following: -

- Agreed marking procedures that involve the student as much as age allows
- Agreed and informed setting of targets in key subjects
- Observation of work both in and out of the classroom
- Use of the 'Steps to Success' assessment sheets in core areas of the curriculum.
- Oral questioning and recording of responses
- Observations of problem solving and specific investigations.
- By application of specific tests

Records and Information passed on from one year group to the next at the end of the Summer Term in the assessment folder:

- Group Lists (Numeracy, Literacy, GGR/Phonics/Spelling)
- Test results
- Support plans (SEN)
- Information on Gifted and Talented pupils
- Steps to Success tracking sheets
- Reading records

Moderation

Prior to inputting data, moderation meetings take place termly on a formal basis in the core subjects. The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement, this requires all staff to have a thorough understanding of the framework and what constitutes ‘Beginning’ work against ‘Secure’ work
- support staff in developing high quality formative feedback
- generate professional conversations between class teachers and all levels of leadership.
- support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

Moderation in Early Years is done half-termly using the summative assessment from Tapestry. All areas of development are moderated between Early Years staff and a sense check is completed by Head of Pre-Prep. Reception staff are also required to attend county moderation training and activities.

Attainment

The following Structure will be used at The School. Pupils will be assessed based on the ‘Key Performance Indicators’ for the year group in which they are learning in the following subjects:

- English (Reading and Writing, including spelling and grammar)
- Maths

The terms used to describe a child’s band of attainment within a year will be in line with those on Pupil Asset and the ‘Steps to Success’ tracking document:

Exceeding	Within this ‘Achieved’ is the expected band for the end of year attainment, e.g. standard progression within year 4 would be: 4 Beginning, 4 Improving, 4 Achieved.
Achieved	
Improving +	
Improving	
Beginning +	
Beginning	

If a member of staff is seeking to assess a child as attaining a band beyond the year range this would only occur where the child is working at least securely in the year above e.g. a child in Year 4 could not be reported as ‘5 Beginning’ or ‘5 Improving’. In the event this is the case the school should moderate rigorously to ensure this is the appropriate.

This structure has been chosen as reflecting the pattern used in many other schools, although not the language, this may well help with transferring achievement points and other data when receiving schools, and indeed at the end of Year 6 transfer to secondary schools.

Judging Attainment

In order to make a judgement about a child’s level of attainment, the following cycle would be typical:

- Teaching subject content
- Tracking using ‘Steps to Success’
- Informal and formal summative assessment
- Moderation of work
- Input of data to PA

For each ‘Step’ observed and assessed within the classroom an entry should be entered on the ‘Steps to Success’ ladder; this may be a formative or summative process. A judgement against a performance indicator should be based on three observations. The following allocations can be set against each performance indicator:

Ability	Definition
Exceeding	The pupil has exceeded the expectation on the performance indicator, they are able to use the skills developed in different contexts, applying the relevant skills, knowledge or understanding at their own initiative, naturally and independently
Achieved	The pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently, confidently and consistently within a lesson related to this area
Improving	Although they can employ the skill, <ul style="list-style-type: none"> - They are not fully independent the child needs some adult intervention to initiate or employ the skill, this may be through the form of scaffolding - this is not consistent - does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digit numbers to go across ten
Beginning	The skills, concept or body of knowledge has been taught but is not applied consistently or appropriately, without direct adult support; or the child is operating well below the targeted indicator, e.g. number bonds to 20, but the child only knows bonds to 10
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

The thresholds for the different levels of attainment are contained in the table below which gives the weighting attached to each score.

Weighting attached to each Score (from DNA ticks achieved) in order to calculate an overall percentage.

Minimum Thresholds					
Score %	Exceeding	Achieved	Improving	Beginning	Not Achieved
Exceeding	15	85	0	0	0
Achieved	0	85	15	0	0
Improving +	0	45	45	10	0

Improving			85 +	15	0
Beginning +			25+	65	10
Beginning			0	50 +	50 -

Score	Minimum Thresholds
Exceeding	Maximum of 85% Achieved* <u>with</u> at least 15% Exceeding No areas Improving
Achieved	No Areas Beginning / Not Achieved with 15% Improving <u>with</u> 85% Achieved
Improving +	No not Achieved, Less than 10% Beginning with 45% Improving* and 45% Achieved
Improving	No 'Not Achieved' with Maximum of 15 % Beginning <u>with</u> Minimum 85% Improving*
Beginning+	Maximum of 75% Beginning <u>with</u> Minimum 25% Improving, NB - for each 1% increase ' <u>not achieved</u> ' the 'Improving' % must increase by 2% to cross the threshold
Beginning	Minimum 50% of Beginning

In **Pupil Asset** staff will need to use the DNA ticks section within Pupil Asset to allocate a grade, with reference to the table above.

Pupil Asset

Movement from one score to the next score in the system e.g. from Dev to Dev+, represents a one point progression. The expectation is for two points of progress in each term, six across the course of the year.

Classroom Monitor

Movement from a Score to the next Score in the system e.g. from Dev to Dev+, represents a 0.5 point progression.

The expectation is for one point of progress in each term, three across the course of the year.

Supplementing judgements with other forms of evidence

The school also uses other sources of data to ensure that pupils' relative strengths and weaknesses are accurately and consistently assessed. These include

- cognitive ability tests to compare the strengths of pupils within particular year groups
- spelling and reading age tests
- subject related test from (GL, NFER) which give an age score

These do not provide a comprehensive view of any given pupil's strengths, but is another form of evidence that can help inform professional judgement.

Monitoring and review of assessments

Leaders, managers and teachers are responsible for the monitoring and review of assessment processes and data. The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers
- Moderation within a subject or department
- Moderation between schools and Local Authorities where possible or available
- Moderation of English and Maths standards across departments, subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Head
- Termly reviews with the School's Director
- Review meetings with staff from other schools

Data reviews will consider:

- Levels of Progress and Achievement for different groups
- Differences between target Progress and Achievement
- Reasons for greater than expected progress

Target Setting

Target setting supports assessment by:

- Providing learners with clear goals and next steps
- Ensuring clarity in expectations for the next time period
- Establishing a focus for planning, differentiating and resourcing lessons
- Enabling recognition of each child on their achievements

Fulfilling Targets

Marking of children's work reflects progress towards targets and independent work that achieves the target is highlighted. A target is deemed to have been achieved if three pieces of independent work on separate dates show achievement of the target.

Staff

Agreeing Staff Progression Targets

- Whole school curricular targets for different Assessment Foci in Literacy and Mathematics for pupils are agreed through rigorous analysis of progress and attainment levels in the Summer Term. The targets are drawn from the Strands within the Progression Frameworks.
 - Curricular targets are converted into Year group targets by the Subject Leader, and year group targets are differentiated for ability groups in class (typically three or four levels – AA/A/BA/ SEN)
- Once these have been established these should be agreed with staff through the appraisal process
 These should be linked to progress and attainment within their class or subject area

Children

Agreeing Targets and Next Steps

Schools should outline how ongoing goals or targets are set and tracked with children.

Sharing Targets

School improvement curricular targets each year and displayed on the Learning Walls.

- Group targets are displayed within the classroom on a Learning Wall. Children also have a laminated card with their targets so that these are available to them alongside each piece of work they complete.
- The Learning Wall should also display support materials relevant to the current targets.

Fulfilling Targets

- Marking of children’s work reflects progress towards targets and independent work that achieves the target is highlighted. A target is deemed to have been achieved if three pieces of independent work on separate dates show achievement of the target.
- Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self-assessment. These progressive achievements of pieces of independent work that meet the target are also recorded graphically on the Learning Wall, motivating pupils to reach the next step.

Reporting Assessment

The reporting of assessment is contained in the table below

Date	Purpose	Information Provided

Reporting Progress to Parents

In reporting achievement, the following scale will be used within each year, these parallel the descriptions for progress used internally

- Beginning
- Improving
- Achieved
- Exceeding

In reporting progress the following scale will be used:

- Working towards year goal
- Working at year goal
- Working above year goal

In addition, the following information will be reported upon at different stages:

- Effort
- Reading and spelling age
- Cognitive Ability Scores
- Expected Target

Tracking Progress

The School will need entry point data to establish the capability of a child on starting the school whatever age they join. The purpose of this is to identify the future potential of a child to ensure that their individual progression is effectively identified. Data used as benchmarking includes:

- Prior attainment
- Standardised testing data e.g. CATS, NFER or VR (the scores can be converted into an age level, or used to derive a prediction for future attainment)

The School will use the benchmark to create end of Phase Targets.

Reviewing this Policy

This policy will be reviewed annually at group level, incorporating feedback from leaders around the schools through the June Heads Management Meeting