



Egerton Primary School

Assessment Policy

Approved by: Alison Hooper

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**Next review due
by:** September 2022

Aims of the National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Introduction

This Policy outlines the purpose, nature and management of assessment at Egerton Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Egerton and enables teachers to deliver education that best suits the needs of their pupils.

Intent

The aim of the policy is to give a clear outline of all assessment techniques at Egerton Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

We have agreed on the following principles as the basis of our assessment system:

- ✚ All forms of assessment should be used to improve teaching and learning.
- ✚ Simple to use and understand.
- ✚ Testing should be rigorous and reliable.
- ✚ Underpinned by a knowledge of the curriculum.
- ✚ Informs planning and delivery of the curriculum.
- ✚ Helps a child to recognise the next steps in their learning.
- ✚ No unnecessary paperwork that does not contribute to teaching and learning
- ✚ Provides reliable information to parents about how their child is doing.
- ✚ Ensures that Egerton is keeping up with external best practice

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and

curriculum subject leaders are responsible for monitoring assessment within their subject area.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work, are used together with marking and feedback, by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Formative Assessment

Formative Assessment enables teachers to understand pupils' progress at all times and is a vital part of all lessons to ensure teachers can adapt and share their teaching to best suit the needs of all learners. It allows teachers to provide appropriate support or further challenge where necessary, identifying where pupils need to consolidate their learning and when they are ready to further progress. It also enables teachers to evaluate their own planning and teaching in order to plan future lessons accordingly. Teachers will always have a planned structure of how they would like to see a certain group of lessons progress, with the National Curriculum outcomes at the forefront, however they will be continually flexible and ready to adapt their planning and teaching to suit the various needs of the pupils they teach. Typical types of formative assessment used at Egerton Primary School include:

- ✚ Making use of rich questions and answers by using Blooms Taxonomy*
- ✚ Targeted questioning
- ✚ Use of whiteboards (or similar strategies) to quickly gain a whole class picture of understanding
- ✚ Verbal feedback

- ✚ Marking of pupils' work within lessons which can be acted upon immediately
- ✚ Self-assessment - Children marking their own work and highlighting areas which require further understanding or responding to success criteria and learning objectives
- ✚ Peer assessments
- ✚ On-going observations
- ✚ Discussions with children individually or as a group
- ✚ EYFS in the moment planning to extend and explore interest and discussion

Feedback and Assessment

At Egerton Primary School, we aim to provide feedback to children through verbal and written marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. Comments should identify what has been done well and what still needs improvement and should give guidance in how to make improvements. What matters most is the content of the feedback, its timing and talking with the child. Please refer to Egerton Marking and Feedback Policy for more specific detail. Children are encouraged to self-assess their learning and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment outcomes are recorded on DcPro – Our Assessment Software Tool. Children are assessed against the following descriptors: WBS, EXP, WTS, and GDS.

Summative Assessment

- ✚ These formal summative tests occur termly and are recorded on Rising Stars website.
- ✚ We make use of assertive mentoring, age-related testing and standardised scores (PIRA, PUMA and GAPS) to identify individual and class gaps that feed directly into the next steps, individual targets and planning.
- ✚ These outcomes are communicated to both children and families each term.
- ✚ The School Leadership Team will use the whole school outcomes to identify patterns or trends and review the data to inform whole school or phase areas for development.
- ✚ The Trustees of The Learning Alliance will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet their own targets and national expectations.

Early Years Foundation Stage

Reliable and accurate assessment at the end of the EYFS is based upon the following:

- ✚ **Practitioners using knowledge of children**
- ✚ **Summative assessment** is based on a holistic view of what the child can demonstrate against each ELG at the end of the reception year. When assessing children against the ELGs, teachers look at the whole description for each goal to determine whether this best fits their professional knowledge of the child.

- ✚ **Informed by a range of perspectives:** assessment is predominantly based on the teacher's professional judgement but also take account of contributions from a range of perspectives, including the child, their parents and other relevant adults.
- ✚ **Inclusive:** practitioners need to be alert to the general diversity of children's interests, needs and backgrounds, in order to accurately assess their development and outcomes against the ELGs. This includes children with a special educational need or disability (SEND), who may demonstrate their attainment in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children from different cultural backgrounds will demonstrate their attainment not only through what they have been taught but also when activities such as role-play, cookery, celebrations, visits or events are linked to their cultural experience.
- ✚ **Underpinned by a broad curriculum and effective pedagogy:** teaching enables each child to demonstrate their learning and development fully. Effective assessment takes place when children are taught well and can talk about what they know demonstrating their learning and development in a range of contexts. The Early Learning Goals represent a narrow measure of what is assessed at the end of reception year and do not restrict the breadth of what is taught in the final year of the EYFS.

The school engaged early with the Reception Baseline Assessment (RBA) and as a result, the team are extremely skilled in carrying out this assessment in the first 6 weeks of the Autumn Term.

Assessment takes place within the provision, during whole class, group and individual teaching as well as within continuous provision. The EYFS team add information to an assessment profile for each child using the electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document.

The revised EYFS curriculum requires practitioners to assess at the end of the Reception year against the Early Learning Goals at Emerging or Expected standards.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

Insights and progress are shared with families throughout the year. Final assessments are included in the child's annual report to parents.

Statutory Assessment

Year One Phonics Screening Check

Children in Year 1 will participate in a Phonic Screening Check. This assessment will be administered by the Year 1 teacher. Results are shared with families at the end of the year.

Year Two Phonics Screening Check

Those children who did not pass the Phonics Screening Check at the end of Year 1 will retake the check in Year 2. Year 1 and Year 2 teachers will administer the screening and families are informed of results at the end of the year.

Year Four Times Table Check

In 2021-22, there will be a new Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

SATs

Children in Year 2 and Year 6 are assessed during May each year; Year 2 as teacher assessment and Year 6 as both teacher assessment and summative tests provided by the DfE. The results of these assessments are shared with the families in the children's annual reports. Families will be informed if their child has met age-related expectations at the assessment points at the end of Year 2 and Year 6.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- ✚ With colleagues in school during Key Stage and staff meetings
- ✚ With colleagues from The Learning Alliance community
- ✚ By attending optional LA sessions with other schools
- ✚ By attending statutory LA sessions
- ✚ By the LA visiting the school for formal moderation

Pupil Progress Meetings

Three times a year, teachers meet with the Deputy Headteacher to consider each child's individual progress. Pupil Progress Meeting forms are completed which clearly shows children's progress through the years and numerical target. Children's emotional, social and educational progress is discussed. However, the Pupil Progress Meeting forms concentrate on progress in reading, writing and numeracy. If a child's progress is a concern or they are making slower progress than expected they are carefully monitored for a term and sometimes diagnostic tests are used to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress. Additional and final meetings in the summer term, involves the current class teacher and the new class teacher. This ensures all records are handed over and that the children are discussed thoroughly with the new class teacher.

Parents' Meetings and Reporting

Good communication through Parents' Meetings and reporting promote and provide:

- ✚ Good home /school relationships

- ✚ Information for families each half term
- ✚ An opportunity for discussion with families twice a year
- ✚ In some cases, information with outside agencies
- ✚ Next steps for the children
- ✚ A written annual report for parents is shared at the end of the Summer Term.
- ✚ Reports outline a child's learning in the core subjects of the National Curriculum and an overview of the learning in other Curriculum subjects. The teacher will make a comment on the wellbeing of the child and identify next steps for success.

Inclusion

Egerton Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, families and external agencies (where appropriate) to plan tailored support. We use First Concern Forms, where appropriate, which are reviewed with the child and families. Our SENDCO is available to provide advice to staff and families. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

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