



Assessment Policy and Procedures

Approved by Governors Oct 2022

To be reviewed at least every two years

Review Date Oct 2024

Governors print _____

Governors signed _____

Date _____

Contents:

- Statement of Intent
- Rational
- Aims

- Legal Framework
- Roles and Responsibilities

- Type of Assessment at Joseph Turner Primary
- EYFS learning Journeys
- Moderation
- Professional Development

- Feedback to Learning
- Blooms Taxonomy
- Target Setting
- Tracking Pupils' Progress

- Targeted Pupils
- Pupils with SEND
- Involving Pupils and Parents.

Statement of intent

At Joseph Turner Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Rationale

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.”

Assessment for Learning: Assessment Reform Group 2002

The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform teachers, pupils, parents, governors, the LEA and other relevant bodies about the progress that pupils make.

Aims

The aims of this policy are:

- to provide teachers with guidance on how the assessment process works at Joseph Turner;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data (day to day formative assessment, recording assessment, impact of assessment).

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'
- DfE (2021) 'What academies, free schools and colleges should publish online'
- DfE (2021) 'What maintained schools must publish online'
- STA (2021) '2022 Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2021) '2022 Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2022) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2022) 'Key stage 1: test administration guidance'
- STA (2022) 'Key stage 2: test administration guidance'
- STA (2022) 'Multiplication tables check: administration guidance'
- STA (2022) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Word Processor Examinations Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- EYFS Assessment Policy
- Behaviour Policy
- Records Management Policy
- Data Protection Policy

Roles and Responsibilities

Staff at Joseph Turner Primary have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst also providing a focus on depth of learning and understanding. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed within this policy.

Governors are responsible for the overall implementation of this policy. Reports are presented to the Governors to highlight pupil progress on a termly basis. The nominated Governor for Pupil Progress is the Chair of the Curriculum and Standards Governor.

The Senior Leadership Team (Head Teacher, Deputy Head Teachers and Assistant Head Teachers) work closely with the Phase Leaders in school to ensure progress is being monitored closely throughout the school. The Senior Leadership Team will support staff with assessment during their PPA time.

Teachers are responsible and accountable for the progress and attainment of pupils in their class. They must make accurate assessments of pupils' progress over time using the school's tracking system Different Class (DC Pro) effectively to record their observations and assessments. Teachers should have a good understanding of the school's Feedback to Learning Policy and procedures.

Support staff play an important role in assessing pupil progress in class, group and one-to-one situations. They are responsible for ensuring they understand the schools' Assessment Policy and procedures and are able to follow the Feedback to Learning Policy and procedures. They will contribute to the formative assessment of pupils during lessons, group activities and interventions.

Types of Assessment at Joseph Turner Primary

Formative assessment

Assessment for learning provides immediate feedback to inform the learning process. It is the day to day ongoing assessment to enable teachers to recognise children's achievements and identify and plan for the next steps in their learning. This should enable pupils to have a greater involvement and responsibility for their own learning. Key strategies used to ensure good formative assessment takes place include sharing learning objective and success criteria, observations, discussion, questioning, paired talk, quality oral and written feedback to learning (*see Appendix 1 – Formative Assessment Table*). All staff should refer to the school's Feedback to Learning Policy.

Summative Assessment

Summative assessment provides a snapshot of attainment at the end of a unit, end of term, year group and key stage or when a child is leaving the school. It makes judgements about a child's performance in relation to targets or set standards. At Joseph Turner Primary we use a range of summative assessments at different points in the year to support teacher judgements on attainment and progress and to plan for subsequent teaching and learning. *See Appendix 2 for examples.*

National Standardised Summative Assessments (Overview in Appendix 2)

EYFS Profile – The EYFS profile summarises and describes pupils' attainment at the end of the EYFS. It gives:

- the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the pupil's 3 characteristics of effective learning

Year One phonics check - All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers or members of SLT. Results are included within the Year 1 end of term report.

Year Two phonics re-check- All children in Year 2 who did not pass the phonics check in Year 1 will re-take it in Year 2. This assessment will be administered by members of SLT. Results are included within the Year 2 end of term report.

SATS (Standardised Assessment Tests) - Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to parents.

From 2016, the DfE has used scaled scores to report national curriculum test outcomes. Scaled scores are used all over the world. They help test results to be reported consistently from one year to the next. The scale 100 will always represent the 'national standard'.

The scale will have a lower end point below 100 and an upper end point above 100. Once the DfE have set the national standard they will use a statistical technique called 'scaling' to transform the raw score into a scaled score. They will publish this after the first tests have been administered.

Arrangements to Support Assessment

At Joseph Turner Primary School we have a suite of assessment arrangements which may be drawn upon to support teachers in planning work that accurately reflects the needs of each child.

- Standardised reading age tests – GL Assessments- Primary Reading Assessment
- Standardised spelling age tests – Schonell Spelling Test
- Standardised Maths Tests – Sandwell Numeracy Test
- Formal end of term tests in Reading, SPAG and Mathematics (Rising Stars NTS) which give a standardised score.
- Weekly tests as necessary for groups or individuals (e.g. spelling, times tables)
- Short, informal tests and tasks e.g. X Factor Maths
- Questions related to the subject being taught can help to consolidate learning and provide immediate feedback to the teacher of a child's understanding.
- Start of unit test/ Mini Quiz / End of unit test - Assessment of pupils' independent recall of learning using a mini/recap quiz to clarify what pupils can do independently and encourage children to self-assess and identify next steps.

- Quick-fire spelling, grammar, times tables and mental maths questions which can focus a child's thoughts at the beginning of a lesson and can provide regular reinforcement of earlier work.
- Mini assessment tests linked to Learning Units - The results of these tests inform teachers of the effectiveness of their planning and teaching, and provide feedback to children and their parent/carer of the child's progress. These are done at the discretion of the individual teacher and may take several forms.

EYFS Learning Journeys

Nursery and Reception staff will informally monitor development and keep detailed records in the form of children's individual learning journeys and floor books. This information is shared with families and either transferred to the Reception/Year 1 staff or to the child's new school. The EYFS team make a summative judgement 4 times a year, based on information they gather in the learning journeys from small group and individual assessments. This information is based on three categories - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. EYFS data is tracked using the Different Class (DC Pro). The Learning Journeys are shared with parents at three points over the academic year.

At the end of Reception, the Reception teachers meet with Year 1 teachers to discuss each child and pass on the pupils' individual learning journey folders. There is a transition period when children move from EYFS into Year 1 and teachers will continue to assess pupils' progress against the EYFS developmental matters statements as appropriate, using the same formative assessment procedures as EYFS (observational assessments of pupils).

Moderation

At Joseph Turner Primary School, every year group takes part in moderation activities to ensure assessments are accurate. For Years 2 and 6, the national teacher assessment framework will be used to moderate against. In Years 1,3,4 and 5, work will be moderated against the key objectives. Moderation is about having a professional conversation. It is conducted in a variety of ways:

- 1:1 between teacher and a member of SLT
- Year group peer moderation supported by a member of SLT
- Phase group moderation
- Cross phase moderation
- Whole school moderation
- Arrangements are also in place for cross school moderation, in and outside of Tipton Learning Community

Staff look at the available evidence (work in books, dated target sheets, DC Pro comments and photographs) and cross reference this to the DC Pro when moderating.

As part of the Teaching and Learning Cycle, the SLT carry out deep dives which include cross referencing children's work in books against objectives on the tracker.

Professional Development

The Assessment Policy and Feedback to Learning Policy are shared with all staff in September and revisited as and when required throughout the year, for example in PDMs, Phase meetings, deep dives and moderation meetings.

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. The school makes significant use of technology to assess and in order to support staff, training in the use of the DC Pro system will be given. Continued professional development opportunities take various forms including the provision of direct face to face training and online training. The SLT will ensure that best practice is shared and endeavour to keep up to date with latest research.

Feedback to Learning

The Feedback to Learning Policy is shared with all staff in September and is revisited as and when required during PDMs and Phase meetings etc.

At Joseph Turner Primary, staff ensure children are provided with quality oral and written feedback to learning during lessons. Live marking and feedback ensure that pupils are told how successful they have been working towards or achieving the learning objective and are given suggestions on how to make further improvements.

Long distance marking- Marking from home is not productive in providing effective feedback to pupils in order to move their learning forward. As a school we try to ensure that the majority of written feedback takes place during the lesson.

The Feedback to Learning policy is in place to ensure consistency across the school. For further information reference should be made to the Feedback to Learning Policy.

Blooms Taxonomy

Blooms Taxonomy is a classification system used to define and distinguish between levels of human cognition i.e. thinking, learning and understanding. At Joseph Turner Primary, teachers are expected to utilise Blooms Taxonomy to inform and guide differentiated learning for all pupils through the planning, teaching and assessment cycle. *See Appendix 3 for further information.*

Target Setting

End of year targets are set for individual pupils at the start of each academic year for reading, writing, maths. Progress towards them is monitored continuously by teacher and through termly pupil progress meetings. Teacher work with SLT to agree targets for their class in September. Individual children's targets are discussed and amended if necessary. Targets are also set for all groups of pupils including vulnerable groups e.g. disadvantaged pupils.

Tracking Pupil Progress

Teachers are required to make summative assessment judgements at the end of each half term and these are recorded on DCPro.

Pupil Progress Meetings are designed so that individual pupils' progress and attainment can be discussed with the SLT and class teachers. This ensures accountability. The school uses a tracking system as a way of measuring progress and attainment.

Pupil Progress Meetings take place three times per year. Teachers complete pupil progress data sheets prior to the meeting highlighting their class's and groups of pupils' progress and attainment. Pupil progress meeting notes are completed to keep a record of any actions in relation to issues raised during the meeting. Teachers are expected to be able to talk about individual pupils' progress with reference to the objectives on DCPro and children's books. Teachers are expected to know which children in their class are targeted pupils, on the SEN register, disadvantaged and the interventions they are receiving as well as their progress towards meeting their targets. Teachers have an opportunity during the meeting to share any concerns they have regarding individuals in their class (SENCO is present at all pupil progress meetings).

Results from formative and summative assessments are collected and used to inform progress. Staff are expected to add information to the school's tracking system, DC Pro (Different Class) as and when formative assessments are made this should be at least weekly. The SLT maintain an overview of all assessments on DCPro through their logins to enable progress to be monitored and interventions put in place if required. DCPro is used to track children's progress, identify gaps in learning and ensure that prior attainment is built upon. Teachers are required to use all available assessment data and information to inform teaching and learning and pupil progress meetings are a way of monitoring this process.

Targeted Pupils

Teachers and SLT work together to identify target children. These are children who are working slightly below age related expectations. These children will have additional interventions from the cover supervisor from the year group.

Pupils with Special Educational Needs or Disability (SEND)

Joseph Turner Primary 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 pupils in their class. High quality first 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 SENCO, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. Teachers will use DCPro to identify gaps and use this to create Action plans which will be shared with parents when the action plan is first written and as and when required. We use Pupil Profiles and Action Plans and Education Health and Care Plans, where appropriate, which are reviewed with the child and parents regularly as required. The SENCO is available to provide advice to staff and families. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

Involving Pupils and Parents

Pupils are continuously involved in their learning. We encourage pupils to regularly reflect on their own learning through discussion with peers or staff. Teachers model how to assess orally and through written feedback to learning and children are encouraged to self-assess and peer assess each other's learning. For pupils in Y1 – Y6, teachers meet informally with parents at the start of the academic year at a 'Meet and Greet' session. There are a further two parents' meetings over the academic year where assessment information is discussed and parents have the opportunity to look at their child's books. Teachers are expected to share children's achievements with reference to evidence in their books. Teachers also identify the next steps in their learning and how parents can support at home. At the end of the year, parents receive an attainment and progress report.

For pupils in EYFS, there is an initial 'Key Person' meeting where parents have the opportunity to meet with their child's key person to discuss transition and complete relevant paperwork. Parents of children in EYFS have opportunities to meet with their child's class teacher or key person three times during the academic year (in addition to the initial key person meeting). During these meetings parents get chance to view their child's Learning Journey folder and discuss their child's well-being, achievements and progress. There is also a more detailed end of Reception report.

All results from statutory assessments will be reported fully to parents via their reports at the end of the year.

Appendix 1 - Formative Assessment Table

Strategy Used	How and When	Purpose
Learning Objectives	Learning objectives are shared with children and clearly separated from the explanation of the activity.	Clarify the purpose for learning (objectives should be skill based rather than task based).
Success Criteria	Success criteria provides pupils with the 'steps to success'.	Clarifies what pupils need to do in order to achieve the Learning Objective.
Effective questioning	Teachers use effective questioning to check pupils' understanding and to encourage, trigger and sustain verbal dialogue. Questioning encourages engagement and focuses pupils' thinking around key concepts and ideas. Blooms Taxonomy is one approach that can be used to help plan and formulate higher order questions (see Appendix 3 for further information).	To enable children to become independent learners. To actively encourage the development of thinking and dialogue skills.
Observation	Ongoing observations watching, listening and talking.	To inform AfL (Assessment for Learning)
Paired Talk	The climate for learning gives children the confidence to verbalise partially formed thinking and learn to constructively challenge each other's ideas.	Development of communication and AfL skills.
Feedback and Marking	Oral and written feedback is focused on the shared learning objectives and success criteria of the lesson.	Providing verbal and written comments on how children can improve their work and make progress towards their personal targets.
Self / Peer Assessment	During lessons children are encouraged to reflect on what they have learned and what they need to do to improve.	Children are encouraged to assess each other's work and to provide fair and helpful feedback. To be reflective and able to self-assess.
Target Setting	Teachers use AfL information to identify gaps in learning and adds targets to the front of children's books. These are reviewed regularly with pupils and dated once achieved.	To ensure progression towards curricular targets.

Appendix 2 – Table of Summative Assessments

Strategy	Purpose
Wellcomm Screening: Children in EYFS (and other Y1 as required) are screened to assess their understanding and use of language. The screening tool places children into one of three categories (Red, Amber, Green), thus enabling the practitioner to proactively respond to any needs identified.	Early identification of difficulties in learning language and communication skills. Intervention activities are planned to meet individual needs as identified through the screening process. The activities are designed to be fun, engaging and appropriate for use with both individual children and groups across the entire age range. They also provide a helpful guide for parents to support their child's development at home.
EYFS Profile: Pupils in Reception are assessed throughout the year. In the final term of the EYFS, a judgement for each child is made in each of the 17 strands. The judgement must say whether the child's learning and development is: emerging, at expected or exceeding the level of development for the end of the EYFS for the each of the 17 Early Learning Goals.	To provide a summative end of key stage attainment result. It is a national benchmark against which to compare children's performance.
RWI Sound and Word Assessments: Predominantly used in EYFS and KS1 but can also be used for children in KS2 as required. At the end of a six week block, all children on the RWI programme will be assessed by one of the trained RWI Leader for their current level of progress.	To track pupil progress in RWI. To group children according to phonic knowledge and application.
Year 1 pupils will carry out the phonic screening test at the end of the academic year. Pupils who do not meet the expected level or who do not take this test will be required to take it in Year 2.	To provide a summative end of key stage attainment result. It is a national benchmark against which to compare children's performance.
Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two (KS1 and KS2 SATS are in May and include Reading, SPAG and Maths).	To provide a summative end of key stage attainment result. It is a national benchmark against which to compare children's performance.
Mid and End of Year Teacher Assessments: Teacher assessments using Programme of Study descriptors for Reading, Writing and Mathematics are made termly. Termly 'best fit' assessments relating to National Curriculum age related expectations e.g. Emerging, Developing or Secure for the year group. National Assessment Progress Tests support the assessment of Reading, SPAG and Maths.	To support termly assessments as required and to monitor progress during the year. To improve pupils' skills, establish what they have remembered or learnt so far and thereby track progress.
Mini quiz /Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	End of year assessments provide information to parents and to the next year's teaching team.

Appendix 3 – Blooms Taxonomy

BLOOMS TAXONOMY

