

**Assessment Policy**

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**AIMS**

* Provide clear guidelines on the approach to summative assessment and reporting at William Morris.
* Establish a consistent and coherent approach to recording summative assessment outcomes and reporting.

**LEGISLATION AND GUIDANCE**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to

* the recommendations in the [Final Report of the Commission on Assessment](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf) [without Levels](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf).
* statutory reporting requirements set out in [the Education (Pupil Information)](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made) [(England) Regulations 2005: schedule 1](http://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made).

This policy complies with our funding agreement and articles of association.

**PRINCIPLES OF ASSESSMENT**

We believe in the statement that ‘**all forms of assessment should be used to improve teaching and learning**’.

At William Morris, we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able. 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 William Morris is keeping up with external best practice

**ASSESSMENT APPROACHES**

At William Morris we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

**In School Formative Assessment**

Effective in-school formative assessment enables:

* **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* **Pupils** to measure their knowledge and understanding against aims, and identify areas in which they need to improve
* **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up.

Formative Assessment is an ongoing process, which is used to facilitate pupil progress and improve learning and teaching. It is part of the normal classroom activity and informs the teacher’s planning. A wide range of strategies are used to inform planning and to develop personalised learning opportunities. These include questioning, children’s self-evaluation, peer editing, year group partner meetings, observations, marking, time for response to marking and verbal feedback. Further strategies and details are outlined in our Feedback and Marking Policy.

**In School Summative Assessment**

Effective in-school summative assessment enables:

* **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
* **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
* **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
* **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment gives a picture of progress made at the end of a term/academic year or Key Stage. Teachers assess the children in a variety of ways each term. The assessment tools are tailored to the age of the children

but ensure consistency of approach throughout the school. These include:

* Writing tasks
* Reading assessments
* Phonics assessments
* Spelling and grammar assessments
* Maths assessments
* Science tasks and tests to assess skills and concepts
* Ongoing assessment using Foundation assessment sheets are used to monitor individual and class progress.

At key points in the academic year standardised tests are administered to track pupil progress and make whole

school predictions. Please see Blue Kite Academy Trust Assessment Policy, pages 4-5.

Our expectations is that child should be assessed as reaching at least a secure understanding within each set of associated year group expected outcomes, before accessing the next year group outcomes as this will come the following academic year. Therefore, we give our children increased opportunities to explore current year group outcomes in greater depth. This does not mean that children are held back, which ensures that the curriculum is continually tailored to meet the individual needs of each child for continued progress to take place.

Throughout the academic year, teachers will meet with the Head teacher and Assistant Head teacher to review individual pupil well-being and progress, monitor specific groups and discuss future actions to ensure all pupils are making good or better progress.

Children’s attainment in foundation subjects are assessed against the national curriculum objectives which have been that taught each term. Teachers will assess whether each child is below, at or above the expected standard.

At the end of the academic year, each teacher uses a range of formative and summative assessment information to make a judgement on children’s attainment. Each teacher enters an overall judgement onto Target Tracker (our Assessment software) for their class, detailing their teacher assessments for Reading, Writing and Maths. These are shared with parents in the end of year report.

**Nationally Standardised Summative Assessment**

Nationally standardised summative assessment enables:

* **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
* **Teachers** to understand national expectations and assess their cohort’s progress and attainment in the broader national context
* **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

* Baseline Assessment in reception
* Early Years Foundation Stage (EYFS) profile at the end of reception
* Phonics screening check in year 1
* Multiplication tables check (MTC) in year 4
* National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

**COLLECTING, USING AND INTERPRETING DATA**

Following completion of end of year assessment tasks and/or tests, each teacher in year 1 to year 6 works in partnership with their parallel class teacher to analyse cohort attainment in reading, writing and maths. Using Target Tracker to analyse group data, a summary report is produced.

The Senior Leadership Team (SLT) review data analysis reports and use this information to ensure children are on track to achieve their end of Key Stage targets. This information is also shared with governors.

**Target Tracker (TT) - Bands and Steps**

Target Tracker is the electronic assessment system used at William Morris and across the Blue Kite Academy Trust. This enables the school to effectively monitor the progress and attainment of all children and specific groups within the school community.

At least three key points during the school year, teachers collate information for each pupil. Teachers update TT records for all children in Year 1 – Year 6. Teachers in EYFS update TT with summative judgements across the 17 areas of learning for all children.

**REPORTING TO PARENTS**

Parents will be informed of their child’s progress regularly throughout the year during parents’ evenings.

Complying with legal requirements, a full annual report, covering all areas of the National Curriculum, is written for each child in the Summer term.

Attendance Rates and the Number of Unauthorised absences must be shown on the report.

For children who have participated in end of Key Stage SATs, a separate mark sheet will be provided for parents, with the annual report, showing Teacher Assessment scores, Test results and standardised scores achieved. They will also receive an overall summary sheet for the school's SAT's results so that they can compare their child's performance against the year group and can also see how the school has fared generally in relation to previous years’ national results.

The results of Year 1 Phonics Screening will be provided for parents, with the annual report. Those children who need continued support, will re-take the screening in Year 2 and the results shared with parents.

Teachers are made aware that the language used in the annual reports to parents must be clear and easily understood by parents not necessarily involved in education i.e. educational jargon should be avoided.

**INCLUSION**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to identify any requirements for support and intervention and, where necessary, contribute to the early and accurate identification of pupils' special educational needs. Pupils with specific needs may need access arrangements so they can take part in assessments. Types of reasonable adjustments may include (but are not limited to):

* Adapting test papers
* Additional time
* Scribes, word processors or other electronic aids
* A transcript
* Translations
* Readers
* Prompts and rest breaks

We will have the same high expectations of all pupils. However, for pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside pupils’ educational needs or disabilities.

Records are kept for children whom staff are concerned about; for those on the SEN register and for all children with an Education and Health Care Plan (EHCP). These records detail any concerns, as well as specific action to be taken and specific targets related to areas of weakness. This could include, but is not limited to, information gathered in pupil progress meetings, observations by the SENDCo, Individual Support Plans (ISPs) and EHCPs.

Individual Support Plans (ISPs) are updated 3 times a year. Parents are kept informed when each termly review takes place and arrangements are made for the class teacher to discuss the plan with the parents.

Please refer to the William Morris Special Educational Needs and Disability policy.

**TRAINING**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. Staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff training will be given in the use of the Target Tracker school assessment information system.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Headteacher will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school’s assessment policy and are in line with the aims and principles outlined.

**ROLES AND RESPONSIBILITIES**

**Governors**

Governors are responsible for:

* Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
* Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
* Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher

The headteacher is responsible for:

* Ensuring that the policy is adhered to
* Monitoring standards in core and foundation subjects
* Analysing pupil progress and attainment, including individual pupils and specific groups
* Prioritising key actions to address underachievement
* Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
* Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers

Teachers are responsible for:

* Following the assessment procedures outlined in this policy
* Being familiar with the standards for the subjects they teach
* Keeping up to date with developments in assessment practice

**MONITORING**

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Education and Behaviour Committee.

**LINKS WITH OTHER POLICIES**

* SEND Policy
* Curriculum Policy
* Teaching and Learning Policy
* Feedback & Marking Policy
* Blue Kite Academy Trust Assessment Policy