Seaham Trinity Primary School
Assessment Policy

Document Control

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Purpose of the document	To explain assessment procedures and the supporting rationale at Seaham Trinity Primary School
Author(s)	Seaham Trinity Primary School
Contact	A M Tansey – Assessment Coordinator
Document approved by	Head teacher and Governing Body
Document approved on	
Changes made to this version	Changes made to specific procedures since 2018 policy.
Reference material	Review of Assessment Policy 2018-19
Linked documents	English, Maths and Foundation Subject Policies, SEND Policy and UNICEF Rights Respecting Articles.

Rationale

Seaham Trinity Primary School is a Rights Respecting school. Articles 28 and 29 focus on a child's right to an education and on the quality and content of education, as a school we adhere to this. Accurate assessment that ensures progression for every child, no matter what their circumstances, is essential.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.
This policy intends to:
- Make clear our vision of the role of assessment as part of teaching and learning in

Seaham Trinity Primary School
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for the different types of assessment used in our school.

Fundamental Principles of Assessment All assessment should:

- Enable individual pupils to make progress in their learning.
- Relate to shared learning objectives.
- Be underpinned by confidence that **every** child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- Provide opportunities for both teacher and pupils to review and reflect upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these, enabling teachers to plan more effectively.
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels.
- Enable parents to be involved in their child's progress.

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator who is responsible for the analysis and dissemination to Senior Leaders. Tracking data is also analysed by senior leaders who have core subject responsibilities, the EYFS leader and the SEND manager. These outcomes will also be shared with parents at Parent Consultation meetings and in each pupil's Annual Report. School staff and governors are provided

with information regarding the school's academic performance in relation to national figures through the FFT aspire School Dashboard. Support in the interpretation of this data can be given by the head teacher and other senior leaders.

The Assessment Coordinator is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets.

- Summative assessment tasks are carried out and that the resultant data is collated centrally.

- All staff are familiar with current Assessment policy and practice.

The Head teacher, supported by the Senior Leadership team, is responsible for:

- Monitoring standards in core and foundation subjects.

- Analysing pupil progress and attainment, including individual pupils and specific pupil groups

- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.

- Prioritising key actions to address underachievement of individuals and groups.

- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Head teacher and the Deputy Head Teacher are jointly responsible for:

Holding teachers to account for the progress of individual pupils towards their end-of year targets at pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and the Assessment Coordinator, where appropriate.

- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

Senior managers and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA. New strategies will be implemented, as appropriate in response to statutory requirements.

<u>Summative Assessment</u>

What is it?
This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Class Tests: Bespoke tests created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far.
Statutory assessments: Pupils in Reception are currently assessed throughout the year using the assessment strands in the Early Years Foundation Stage Profile. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands. Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Year 1 children are assessed on their phonic knowledge in the summer term.	To provide a summative end of key stage/end of Y1 attainment result. It is an indication of children's performance against national expectations.
Baseline Assessments: Teacher assessments are made at the beginning of entry to Nursery and Reception using the assessment strands in the 'Development Matters' guidance material, recorded on LEA assessment sheets. The children are assessed throughout the year to ascertain which stages of development they have reached.	To establish pupils' abilities at the beginning of Nursery and YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils. To provide summative key stage

	attainment results and provides an indication of children's performance against national expectations.
Termly Assessments: See specific Maths and Literacy guidance.	
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of YN, YR, and Y1, 2, 3, 4, 5 and 6. Durham County guidance material 'Assessing without levels' is used to inform teacher assessments in reading, writing and mathematics. Stranded assessment sheets are in place for foundation subjects and their usefulness is continually reviewed. They are regularly updated and completed at various stages during the academic year ie PE is half termly. RE is termly (bearing in mind that some subjects are 'blocked' and may not have been taught during one half term.)	To provide information to parents and to the next class teacher, ensuring progression and challenge. Foundation subject coordinators will have an overview of standards in their subject and plan for further developments.

<u>Formative Assessment/Assessment for Learning</u>

Day-to-day, ongoing assessment, based upon how well pupils fulfil **What is it?** *learning objectives, It is about providing feedback and involving pupils in improving their learning.*

'If we think of our children as plants…**summative** assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and
analyse, but, in themselves, they do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,'
(Shirley Clarke, Unlocking Formative Assessment, 2001)

Strategy	Purpose

Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers 'achievements against the learning objective(and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written dependent on the age/ability of the pupil.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs ;provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

Assessment and Reporting in the Foundation Stage

Assessment in the Foundation Stage is an ongoing daily process which all staff are engaged in and have responsibility for. Assessment has many forms, it can be written short observations, photographic evidence, video or voice recordings, children's work, parent observations, formative assessment of focused activities and statutory assessments.

The main method of assessment is through **short observations.** They are spontaneous 'capture the moment' observations which Teachers and EYPs document using a variety of

resources such as the I-pads, cameras, voice recorders and handwritten notes. They are based upon what the child has produced, said, created or the process that they have gone through e.g. Jessica made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. The observations are then put into the children's individual journal.

The children also work with adults at a **focussed daily activity;** this can be either inside or outside. During focus activities the member of staff working with a child or group of children will write comments about the outcome of the task either on the child's work, on a class assessment sheet or in a notebook. This is to clearly identify the level of support needed, stating if the work was done independently and how the child managed the task. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

In the early years all children have their own learning journal and assessment sheets, with all of the development bands covering steps in learning leading up to the early learning goal and beyond. This document is highlighted 3 times throughout the year. The data collated in YR must be sent for analysis in June where it is added to county and national statistical data.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AFL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers are using the Durham County assessment guidelines based on the National Curriculum.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- The SEN Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Pupil Progress Profiles or Durham Assessment Guidelines for reading, writing and maths are kept by each class teacher and this information is passed on to the receiving teacher at the end of each academic year.

English Assessment

Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. Assessment needs to provide information, which is clear, reliable and free from bias.

Assessment in English will continue to take formative and summative forms. Having the freedom to choose our own approaches to assessment provides us with an opportunity to challenge and improve our systems and to build greater expertise in assessment. Effective

assessment is clearly tied to its purpose. We take into consideration why our pupils are being assessed; what the assessment is intended to achieve and how the assessment information will be used. The form of assessment may be:

(i) Formative assessment

This takes place on a daily basis and may include:

- Questioning and answering in class

- Effective marking of written work

- Observations

- Scanning work for pupil attainment and development

In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

(ii) Summative assessment

This occurs through testing perhaps at the end of a topic, unit of work, half term or term and should go to support teacher's own judgements made from their formative assessment work. This form of assessment will enable teachers to evaluate both pupil learning and the impact of their own teaching.

Teachers will consider:

- Who will use the information provided by this assessment and will it give them the information they need for their purposes?

- How will this assessment be used to support broader progress, attainment and outcomes for the pupils?

- How the assessment outcomes should be communicated to pupils and parents

- How assessment outcomes should be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes

At a whole school level, we use the Durham Scheme for 'Assessing without Levels' and are adapting as we see fit for the children in our school.

Children are graded as emerging, developing or secure learners and the focus is to be on age related expectations as opposed to levels. In reading and maths each band is broken down into two parts ie E1 and E2, D1 and D2, S1 and S2.

In writing the steps are broken down further: E1, E2 and E3, D1 to D5 and then Secure. There is a mastery stage for reading, writing and maths and this is also broken down into strands that will more clearly show the progress of the most able children. Reading and writing include the mastery steps 1, 2 and 3. Maths has mastery steps 1 and 2. Teachers will track which curriculum year group a child is actually working within. Each child will begin the academic year in one of the emerging bands at their year group or even pre-emerging depending on individual ability. For example, a year 4 child may begin year 4 as 'emerging year 4' (if they have shown they are secure at year 3) or they could begin the year as secure year 2 or emerging year 3 depending on ability. This gives a clearer picture of where the child is at.

Stranded sheets highlighting targets are now in the front of every child's literacy book and paper copies showing progress are kept by every class teacher. Spelling sheets

showing a general overview for each child from Y1-6 is updated and show spelling progress. All paper copies of tracking data are passed on to the child's next teacher to ensure consistency and progression.

Data Collection and Tracking Performance

Tracking sheets for reading and writing are in place for each year group.

At the beginning of the academic year, children will be allocated to a band of either 'emerging' (for their year group – provided they have the evidence of being 'secure' at their previous year group) or 'pre-emerging' (indicating which year group / stage they are currently performing at.) Progress is continually monitored. Stranded statements (Durham Scheme) will be used to help allocate each child to a performance band.

There will be included a section for mastery in reading and writing. Mastery will indicate a particularly high level of performance against curriculum expectations.

Tracking data will be monitored and updated by the class teacher throughout the year and officially uploaded to the system at Christmas, Easter and July. This data will be collected and analysed by the Assessment Coordinator, Subject Coordinator and Senior Leadership Team each term.

Maths

At Seaham Trinity, we monitor children's progress through both formative and summative assessment. We use these to inform our future planning in order to maximise children's potential by overcoming potential barriers, closing the gaps in learning and to improve teaching and learning for all children.

Formative assessment tracks an individual's progress on a daily basis. This form of assessment ensures fluidity and differentiation to support progression and challenge. Children are regularly tracked and interventions put into place where needed. Children have personalised target sheets in their books which are regularly updated, these are shared with children and their parents and are monitored and reviewed frequently by teacher and pupil. Children are also encouraged to evaluate their own work and that of others during Numeracy lessons.

Summative Assessment takes place regularly, usually at the end of every unit of work. Each summative assessment should enable each individual child to use and apply their knowledge gained during previous lessons, and solve conceptual problems explaining their reasoning using appropriate mathematical vocabulary. Teachers are to formulate each summative assessment to meet the needs of each child, and are pitched appropriately to ensure maximum opportunities for each child to demonstrate their application of skill. Y3, 4 and 5 use NFER assessments and summative key stage assessments to analyse and plan, closing gaps in learning and providing additional support to ensure accelerated progression in maths.

Teachers will use the 'Assessing without Levels' documentation from Durham LEA. Children are assessed as emerging, developing, secure or mastery learners in reference to the Age Related Expectations for their year group.

Teachers will track which curriculum year group a child is actually working within. Each child will begin the academic year as 'emerging' at their year group, or even

'preemerging' depending on individual ability. The collation of tracking data takes the same format and expectations as that of English.

Marking

Marking is used to highlight achievement in relation to the success criteria. It is done after every piece of work so that progression and challenge are planned for. Detailed guidance for marking can be found in each individual subject policy.

Data Collection and Tracking Performance

Numeracy tracking sheets are in place for each year group.
At the beginning of the academic year, children will be allocated to a band of either 'emerging' or 'pre-emerging' (indicating which year group / stage they are currently performing at). Progress is then monitored from this point. Stranded statements (Durham Scheme) will be used to help allocate each child to a performance band.
A child will be assessed in the Mastery section if they demonstrate above Age Related Expectations through conceptual problem solving.

Tracking data will be monitored and updated by the class teacher throughout the year and data will be uploaded at Christmas, Easter and July. It will then be collected and analysed by the Assessment Coordinator, Subject Coordinator and disseminated to the Senior Leadership Team each term.

Assessment of pupils with Special Educational Needs and Disabilities (SEND)

At Seaham Trinity Primary School we are an inclusive school. We regularly track the progress of all children, including those with SEN and Disabilities through school tracking systems, review meetings, lesson observations and provision maps and support plans;

The SEND Coordinator will oversee SEND support plans and ensure teachers and support

staff work closely with parents/ carers and child to follow a graduated approach to

SEND Support which is called "Assess, Plan, Do, Review". This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

Following assessments if concerns are raised by the class teacher/SEND coordinator or parent regarding a child's progress or specific difficulty, initially the class teacher may choose to allocate additional support to try to improve progress. This will be discussed and agreed with the class teacher, parent and SEND coordinator.
These will be reviewed following a short period of time e.g. a half term to evaluate progress. If the child makes expected progress, they will continue with quality first teaching and be monitored through regular data tracking procedures.

SEN Support

When a class teacher, parent or the SENCO identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum.
The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- Has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning. If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support as part of the Graduated Approach.

EHC Plan

Parents or school are the only partners who can request an Education, Health and Care Assessment.
Occasionally a child with high level or global needs may require a much higher, detailed level of support. All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25 years old, or all targets are met.

Assessment

For some pupils with SEN and disabilities, a range of methods of both formative and summative assessment are used which are the most effective and suitable to the needs of the child. For example; adapting the timing of questions to allow suitable thinking time, recording ideas using video, audio or using ICT as alternative methods of recording. Additional assessments may be deemed necessary to measure very specific or small step progress e.g. reading age, progress in spelling, social interaction, motor skills, independence and emotional regulation.

PIVATS

In addition, pupils with significant or specific difficulties who make limited progress within age-related expectations will be assessed using PIVATS. This is used as a method of assessment and a planning tool. Both formative and summative assessments against

PIVATS targets ensure that appropriate and relevant targets are set and small steps progress can be measured. PIVATS measures the attainment of pupils operating below age related expectations in the national curriculum in language and literacy, mathematics, science, ICT and personal and social development.

At present (May 2020) PIVATS 4 continues to assess pupils against the previous National Curriculum NC levels.

To ensure accuracy of assessment, the PIVATS moderation file is used in school, and cross- school moderation will take place each year.

Progress

At Seaham Trinity we follow The SEND code of practice advice around progress measures. We consider good progress for pupils as 'good progress from their starting points' as opposed to comparing to age related expectations. As a school we agree what constitutes good progress on an individual basis, taking into account their level of need plus their rate of progress over time. Every child is able to make progress at their own level.

Date Notes
 Policy to be reviewed 2020

Previous policy reviewed:
December 2018 Reviewed by Head Teacher and Senior Leadership Team. December 2018 Reviewed by Governing body.