



SAXON WAY
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PRIMARY SCHOOL
AND CHILDREN'S CENTRE

Assessment Policy

Last Reviewed: September 2021
Next Review Due: September 2022

Reviewed Annually

Introduction

At Saxon Way we aim for the highest quality teaching and learning, and at the heart of this is effective assessment that is underpinned by our growth mindset belief in success for all and our core belief in 100% achievement for all pupils.

We use three main forms of assessment: in school formative, in school summative and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the valuable contribution of support staff, give ongoing support to enable all pupils to make great progress
- Pupils to remember and demonstrate what they know, understand and can do in their learning
- Pupils to develop the skills necessary to have an active role in identifying their own learning needs and know how to improve their work
- Teachers to evaluate the impact of their teaching against the progress made by the pupils
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

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 without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

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

Principles of assessment

Our principles of assessment ensure that.

- Teachers can plan and deliver a progressive, accurately differentiated and tailored curriculum that ensures 100% of pupils achieve success in their learning regardless of their starting points
- Information gained is clear, reliable and free from bias so that it accurately informs teaching and learning
- Information gained can be used to inform productive conversations with parents and pupils
- Systems used provide accurate, clear and reliable information that can be used to inform next steps in teaching and learning without adding unnecessarily to teacher work load
- Information gained is used to evaluate and support the progress and attainment of all pupils

Assessment approaches

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 taking into account the needs of all pupils.

- **Pupils** to measure their knowledge and understanding against learning objectives 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.

Providing feedback to pupils - 'In the moment'

At Saxon Way we have adopted an 'In the Moment' approach to giving feedback with the intention of providing pupils with immediate precise and effective feedback which they can act upon immediately in their learning. This increases the pace of learning within lessons and further accelerates pupil's progress and creates a sense of shared ownership, motivation and responsibility for learning.

Within lessons this will be characterised through the use of mini plenaries for the whole class, small group or even when necessary an individual pupil. Class teachers will usually circulate during independent activities and assess how well the pupils are accessing the learning activities. If they identify that pupils are struggling, making misconceptions or need a teaching point clarifying or re-teaching then they will stop the pupils and address the point. They may stop the whole class, or they may stop just a small group. Once feedback has been provided the pupils will put the initials VF in the margin at the point that the feedback was provided and then use their purple pens to address the point/put in a correction/edit/ rewrite/up level their work accordingly. Once the feedback has been clearly addressed the pupil will then return to their pen or pencil to continue the learning activity but with improved skill.

Pupils will be taught by the class teacher how to evaluate, read through and edit their work as part of the on-going learning process. Pupils will be able to edit, improve and up level their work at any time during the lesson if they recognise that they have made a mistake or could do it better. They will do this with a purple pen. In this way it is our intention within our 100% achievement culture to establish a collaborative approach to learning in which pupils and teachers have accountability and responsibility to secure the very best progress and learning that they can.

At the end of the lesson the class teacher will collect and read through pupils' work so that they can assess overall success and use this information to support on-going assessment and planning.

Other typical methods of formative assessment include:

- Targeting differentiated questions using Blooms Taxonomy to ensure that skills, knowledge and concepts are to be evaluated as part of on-going practice.
- Making learning visible through use of mini whiteboards
- Question and answer sessions
- Targeted mini plenaries.
- Regular short re-cap quizzes
- Peer marking
- Pupil self-assessment against learning objectives or success criteria
- Discussions with pupils
- On-going observations of learning

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 expected 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.

At Saxon Way we use Key Performance Indicators (KPI) and Age-Related Statements (ARS) on Target Tracker to support our on-going summative assessment of all pupils. These indicators and statements are used to inform learning and are then evaluated through opportunities for pupils to apply and reason with the skills knowledge and concepts that they gain. Indicators and statements that the pupils achieve, and master are highlighted on the Target Tracker system. This system provides teaching staff with information about what individuals; groups and classes can do and also identifies areas not yet taught or gaps in pupils learning which can then be focused on through in class teaching or interventions if necessary.

This system provides vital information about what pupils can do and what they need to do next. It identifies all Age-Related Statements for all year groups enabling teachers to be well informed of the skills and concepts pupils will need at every stage of their learning. Using the system as a teaching, learning and assessment tool ensures progression and personalised learning for pupils and helps to reduce teacher workload.

Assessment judgements reached are validated through regular opportunities for moderation and consensus. Opportunities include:

- Termly moderation activities held within the GST Medway collegiate
- Moderation activities held with Medway Local Authority Schools
- Consensus meetings held every year within Medway Local Authority for EYFS, KS1 and KS2
- Moderation and discussion held in school every 6 weeks as part of Raising Achievement Meetings
- Week in Learning activities

Raising Achievement Meetings

Achievement meetings are held every six weeks with class teachers and teaching assistants, led by members of the SLT. During the meetings KPI and ARS are evaluated using pupils' workbooks and the Target Tracker system. Target pupils are identified, and key focus areas are agreed that will ensure learning gaps are filled and all pupils make rapid progress. A best fit assessment will be gained for all pupils every 6 weeks through the Target Tracker system. Every long term, assessment information will be supported and validated through the use of age-appropriate attainment tests.

Achievement meetings for SEND pupils and pupils identified as vulnerable are held every three weeks, led by our SENDCo. During these meetings interventions and personalised targets are discussed and evaluated based upon the identified need and stage of the individual pupils; the progress made is evidenced within pupils' workbooks. Strategies and approaches are discussed that will ensure pitch and delivery of targets and interventions are tailored to maximise the learning of pupils.

Other typical methods of in school summative assessment include:

- End of year attainment tests
- End of unit attainment tests
- Short end of unit tests or tasks

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 own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at baseline and at the end of reception
- Phonics screening check in year 1
- Times Table Tests in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

Assessment data gained through the use of attainment tests will be collected twice a year following the completion of an attainment test. Outcomes from tests will be used to support, inform and validate ongoing teacher assessment.

Tests will be analyzed and the information will be used to support future learning

Reporting to parents

We inform parents formally of pupils' achievement in all subjects and also information regarding attendance through:

- *Two parents' evenings held in the autumn and spring terms*
- *An annual written report sent home to parents at the end of the summer term*
- *An opportunity to discuss the written report at the end of the summer term*

We have an open-door policy and will meet with parents more informally at any other point in the school year if it is requested or necessary

Outcomes of national standardised assessment at the end of EYFS, KS1 and KS2 are shared with parents in pupils' annual written reports.

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 contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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 the nature of pupils' learning difficulties.

Training

All teaching staff are provided with a copy of this policy and its application and use form part of induction for all new members of staff. Training sessions are planned and delivered every year which support teaching staff to develop and maintain a strong understanding of assessment and the practices used at Saxon Way. Training in the use of Target Tracker is provided to all new staff

as part of their induction and coaching partnerships and 1:1s may also focus on its effective use if this is identified as a particular training and development need.

Ongoing feedback on the use of assessment in all its forms is provided to all teaching staff as part of our bespoke coaching and support.

Evaluation activities related to assessment and validation through 'Week in Learning' activities are collaborative ensuring that all staff are involved.

Training in the proper administration of external assessments and examinations is conducted annually by school leadership and quality assured by the Trust.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems and holding school leaders to account for their quality assurance, 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

Head

The head is responsible for:

- Ensuring that the policy is adhered to.
- Ensuring training in the proper administration of external assessments and examinations is conducted regularly
- Quality assurance of the administration and conduct of external assessments and examinations
- Evaluating 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

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Teaching and Learning policy