

Stratford Rural Schools' Federation



FEDERATION ASSESSMENT POLICY

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| This version | March 2016 |
| Adopted by the Governing Body | 14-03-16 |
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Related policies: Marking & Feedback, SEN, Early Years Foundation Stage

'Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.'

Shirley Clarke

Introduction

We want all children to achieve their potential and achieve the highest possible standards of attainment and progress in all areas of their learning. In order to provide opportunities to do this we recognise that we need to know where the children are in their learning, and where they need to go next. This is why we carry out regular assessments.

All the schools within the federation are committed to creating a high achievement culture and expect every child to reach the highest possible attainment of which they are capable.

Aims and Principles of Assessment

- To ensure that children make progress, recognising their achievements and understanding what they need to do next
- To internally track pupils for attainment and progress
- To ensure planning is continually evaluated in order that the teaching reflects the needs of all children
- To have a consistent approach that measures school progress against national standards
- To set out and communicate clear procedures for monitoring and evaluating assessment
- To define specific responsibilities in relation to assessment

Range of assessment

We assess, record and report the children's attainment in 2 ways:

1. **Formative Assessment** (Assessment for Learning)

Formative assessment can have a powerful effect on children's learning. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for learning is based around Learning Intentions and Success Criteria that are set for each lesson. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Formative Assessment is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning
- triggers intervention measures if children are falling behind

We do this by marking children's work using a whole school approach that encourages dialogue through question and feedback. This happens on an ongoing basis and involves the children in supported self-review of their work.

The marking takes the form of:

- Verbal feedback which engages the child in constructive dialogue designed to support, encourage and challenge
- Written feedback which focuses on the child's success and next steps -see individual schools' Marking and Feedback policies for details

- Assessment for learning - The federation is committed to assessment for learning strategies which are used throughout lessons, involving children in their own learning and supporting the teacher in future planning/structure & content of the lesson
- Success Criteria which allow children to benchmark their own performance against the Learning Intention of the lesson.

Assessment for learning may indicate that children are not making progress and some form of intervention may be required. Teachers routinely identify what the issues are and put measures in place to address these. If children are still not making progress then diagnostic tests may be used to identify if children have a specific difficulty that may need special input. See SEN policy for more details.

2. **Summative Assessment** (Assessment of Learning)

These are more formal measures which register the children's learning at a certain point in time, and show how much value has been added to the children's learning since the last formal assessment. We also use them to track the children's progress through the school and target children who are not achieving their potential.

Summative assessments come in various forms:

- Teacher assessments of attainment at the end of a half term or term against the national expectations
- Periodic tests used to inform judgements
- Practice SATs questions
- Snapshots of attainment against a criteria – e.g. in the Early Years Foundation Stage

For half termly and termly assessments the schools in the federation use a system called Sheffield STAT. *Please see Appendix 1 for more details.*

All pupils in Years 1-6 have end of year assessments of the skills they have achieved in the Foundation subjects and Religious Education.

For pupils in the Foundation Stage summative assessment is in the form of a completed Foundation Stage Profile for each pupil.

Statutory assessments are made at several points during the primary school years. These are formal assessments and tests, the results of which are reported at local and national level.

Early Years Foundation Stage

Teachers frequently assess children during their Reception year, but at the end of the year a summative judgement is made against the Early Learning Goals.

From September 2016 schools will be required to 'baseline' children within the first 3 weeks of being in school. Our chosen provider for this is Early Excellence.

Year 1 Phonics Check

In June of Year 1 children take a Phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2. The test is delivered by the child's classteacher and children are presented with a series of words and non-words to read.

Results of the test are reported to parents and are included in national data.

Year 2 SATs

Standard Assessment Tests are carried out in May during Year 2. From 2016 there are formal tests in Reading, English Grammar, Punctuation and Spelling and Mathematics. A Teacher Assessment is also made of a child's achievement in Writing across several pieces of work.

Test results are reported to parents and are included in national data. This enables comparisons to be made against other schools and as a measure of improvement year on year.

Year 6 SATs

Standard Assessment Tests are carried out in the second week of May during Year 6. Children are tested against national standards in Reading, English Grammar, Punctuation and Spelling and Mathematics. A Teacher Assessment is also made of a child's achievement in Writing across several pieces from different genres and text types.

During the other years in school we may choose to use commercially produced tests to measure children's attainment which will inform teachers' own assessments alongside regular children's work. Each school has its preferred products.

Assessment Cycle

Schools routinely follow the following assessment periods and report pupil attainment and progress data as indicated.

| | Teachers | Monitoring and Reporting |
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| Autumn Term 1 | Plan learning activities according to data provided by the children's previous teacher. | Pupil Progress Meetings to ensure children are grouped appropriately. Performance management targets are set using data. |
| | Early Excellence Baseline for Foundation Stage children to be completed within first 3 weeks. | Data submitted electronically to EExBA |
| | Teachers update assessment sheets at half term and adjust planning accordingly. | |
| | Parents Evenings | Teachers informally report attainment and progress to parents |
| Autumn Term 2 | | Governors' Teaching and Learning Committee review RAISEonline documents |

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| | Teachers make end of term judgements against Sheffield STAT and submit data to Heads of School | Pupil Progress meetings establish attainment and progress for individuals, cohorts and specific groups of children. |
| Spring Term 1 | | Governors' Teaching and Learning Committee meet to evaluate data from the Autumn Term. |
| | Teachers update assessment sheets at half term and adjust planning accordingly. | |
| Spring Term 2 | Parents evenings | Teachers informally report attainment and progress to parents |
| | Teachers make end of term judgements against Sheffield STAT and submit data to Heads of School | Pupil Progress meetings establish attainment and progress for individuals, cohorts and specific groups of children. |
| Summer Term 1 | | Governors' Teaching and Learning Committee meet to evaluate data from the Spring Term. |
| | May – Key Stage 1 SATs | |
| | May – Key Stage 2 SATs | |
| | Teachers update assessment sheets at half term and adjust planning accordingly. | |
| Summer Term 2 | June – Year 1 Phonics Check | |
| | June – Submit Early Years Foundation Stage data | |
| | June – Submit Key Stage 1 Teacher Assessments | |
| | June – Submit Key Stage 2 Teacher Assessments | |
| | Teachers make end of term judgements against Sheffield STAT and submit data to Heads of School | Pupil Progress meetings establish attainment and progress for individuals, cohorts and specific groups of children. |
| | End of year reports and Parents Evenings | Teachers report end of year assessments against the national standards to parents |
| | | Governors' Teaching and Learning Committee meet to evaluate data from the Summer Term. |

Tracking Attainment and Progress

Assessment is a regular agenda item at staff meetings. All staff understand the importance and purpose of ongoing assessment and use the Sheffield STATS document as a planning and assessment tool.

End of term assessment data for reading, writing, punctuation and grammar and mathematics is entered onto the school tracking system. The Head of School holds progress meeting where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress are identified for intervention. The Executive Headteacher collates and analyses all data.

Each term, there will be a series of meetings dedicated to the monitoring of pupil progress across the Key Stage. Work will be scrutinised and moderated in English and maths. This will inform future target setting as well as medium and long term planning.

Reporting

Parents are invited to attend two formal consultations per year (at the end of the Autumn and Spring terms) in order to discuss their child's attainment progress.

Parents receive a written report each July which summarises the year's work. Year 2 and 6 parents also receive a summary of the National Curriculum standards their child has attained in their end of Key Stage tests. Parents of Year 1 children also receive the results of the Year 1 Phonics Check. Children in the Reception year will be assessed against the 17 ELGs and the three characteristics of effective learning in the summer term. Taking into account all the evidence from a range of sources, practitioners will match their view of each child's attainment to the exemplification of national standards and the guidance on characteristics of effective learning. This will lead to judgements of attainment and to the nature of each child's learning characteristics.

Appendix 1 – The Sheffield STAT system

When the new National Curriculum which was introduced in September 2014 schools were also given the freedom to adopt whichever assessment system they chose. The schools in the federation chose the Sheffield STAT (School Tracking and Assessment Tools).

Assessing the new National Curriculum from 2014 using STAT

Steps 16 – 33 (Children enter, develop and then become secure against the National Curriculum statements for each year group)

| Step | Appropriate Curriculum | |
|------|---------------------------|------------|
| 1-15 | Pre-Y1 attainment stages | |
| 16 | Curriculum Year 1 | Entering |
| 17 | | Developing |
| 18 | | Secure |
| 19 | Curriculum Year 2 | Entering |
| 20 | | Developing |
| 21 | | Secure |
| 22 | Curriculum Year 3 | Entering |
| 23 | | Developing |
| 24 | | Secure |
| 25 | Curriculum Year 4 | Entering |
| 26 | | Developing |
| 27 | | Secure |
| 28 | Curriculum Year 5 | Entering |
| 29 | | Developing |
| 30 | | Secure |
| 31 | Curriculum Year 6 | Entering |
| 32 | | Developing |
| 33 | | Secure |
| 34 + | Post-Y6 attainment stages | |