Dunn Street Primary School
Assessment Policy

Member of staff responsible: Miss Noble
Governor responsible: tba
Date policy re-written: September 2017
Date approved by the full Governing body: 24th November 2017
Date to be reviewed: September 2021

1. MISSION STATEMENT

"Dunn Street School aims to provide and maintain an environment which is secure, caring, and stimulating, so that all groups within the school can reach their full potential".

2. RATIONALE

Since September 2015 the whole school has been following the new National Curriculum. This Assessment Policy has been adapted in response to these changes.

The purpose of this policy is to support school improvement and the raising of standards of achievement, attainment and progress, for all our pupils. It also strives to achieve, through assessment, as part of pupils' progress, the growth in their security, breadth and depth of knowledge, understanding and skills.

3. AIMS

This policy intends to:
- make clear our vision of the role of assessment as part of teaching and learning in Dunn Street 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 different types of assessment

4. GUIDELINES & PRACTICE

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning: assessment and pedagogy are inextricably connected within a virtuous circle of teaching and assessment and as such is integral to the Teachers' Standards that make the education of their pupils their first concern, and ensure teachers are accountable for achieving the highest possible standards in work and conduct. Assessment helps us to ensure that teaching is appropriate; that learners are making progress (see Appendix 1) and displaying learning that shows mastery of End of Year Expectations and are given the opportunity to work at greater depth (see Appendix 2).   It provides a framework for setting educational objectives, monitoring and communicating children's progress. We want our assessments of pupils' progress to celebrate success and reduce underachievement. Effective assessment, at Dunn Street, will understand how children and learners are doing in relation to the standards expected and what they need to do to improve. Mastery (or "Expected" Appendix 1) (as in something which every child can aspire to and every teacher should promote) is about deep, secure learning for all, with extension of able students (using gained knowledge in a variety of scenarios) rather than acceleration (rapidly moving on to new content).

Fundamental Principles of Assessment

All assessment should:

ϕ enable individual pupils to make progress in their learning

ϕ relate to shared learning objectives

ϕ be underpinned by confidence that every child can improve

ϕ help all pupils to demonstrate what they know, understand and are able to do

ϕ include reliable judgements about how learners are performing, related, where appropriate, to national standards

ϕ involve both teacher and pupils reviewing and reflecting upon assessment information

ϕ provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these

ϕ enable teachers to plan more effectively

ϕ provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels

ϕ enable parents to be involved in their child's progress

Roles and Responsibilities

Assessment is an integral part of the Teachers Standards (July 2011) that set out the minimum requirements for teachers' practice and conduct. 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. These outcomes, when relevant, will be shared with pupils as part of an ongoing dialogue about their learning progress. The outcomes of summative assessments will be used alongside formative assessment to reach an overall decision about the standard of the pupil and appropriate next steps.

The SMT are responsible for ensuring that:
- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then creates appropriate interventions.
- Class teachers use summative assessment tests (in KS2 Testbase Progress Tests; in mathematics White Rose Maths, Busy Ant; in reading the Oxford Reading Criterion Scale & writing the Oxford Writing Criterion Scale) and use the resulting data alongside formative data to create a judgement that is collated centrally through year group tracking grids and used to identify pupils who may be vulnerable or falling behind expected progress/standards.
- Y1, Y2, Y4 and Y6 teachers are familiar with relevant Interim Assessment documents and Exemplifications
- All staff members are familiar with the current Assessment Policy and practice.
- Standards are monitored in core and foundation subjects.
- Pupil progress and attainment is analysed, including individual pupils and specific pupil groups (particularly ones identified within Intervention Files).
- Pupil groups, who are vulnerable to underachievement in relation to age expectations and prior attainment, are identified.
- Key actions are prioritised to address underachievement of individuals and groups.
- Governors are informed about all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Teachers are held to account for the progress of individual pupils

Subject Leaders are responsible for:
- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and SLT, where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.
- Keeping abreast of changes and informing relevant staff.

Teaching Staff are responsible for:
- In line with the Teachers' Standards: make accurate and productive use of assessment:

know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

make use of formative and summative assessment to secure pupils' progress – Appendix 1

use relevant data to monitor progress, set targets, and plan subsequent lessons

give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Providing appropriate assessment information for pupils and parents (including End of Year Reports) as well as school leaders.

- Ensuring judgements are secure and readily exemplified for analysis by SMT.

Governors are responsible for:
- Monitoring whole school progress data with support of the Head Teacher, SMT and Middle Leadership.

Teaching Assistants are responsible for:
- Providing feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers are responsible for:
- Supporting children at home with homework to positively impact on progress as outlined in the Home/School Agreement

Pupils are responsible for:
- Completing all work to highest of standard in order to make good progress in school.

Monitoring and Evaluation
Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity. School realises the dangers of an over reliance on assessment data to inform performance management targets as it can lead to a distortion of data: to ensure pupil progress is at the heart of whole school improvement data is analysed by the SMT and Pupil Progress Meetings are to be held with all staff to identify pupils who may require further intervention and support. Book Scrutinies can focus on these pupils to ensure accelerated progress is being addressed within teaching.

Types of Assessment
There are three broad overarching forms of assessment, each with their own purposes:
Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
Day-to-day in-school formative assessment, for example:
• Question and answer during class
• Marking of pupils' work
• Observational assessment
• Regular short re-cap quizzes
• Scanning work for pupil attainment and development

Summative: This is 'snapshot' testing which establishes what a child CAN do at a given time

<u>In-school summative assessment</u>, for example:
• End of year tests
• Short end of topic or unit tests (eg White Rose)
• Testbase Progress Reading Tests
• Reviews for pupils with Intervention Programmes, SEN and disabilities

<u>Nationally standardised summative assessment</u>, for example:
• National Curriculum tests at the end of Key Stage 2
• National Curriculum teacher assessments at the end of Key Stage
• Phonics Testing in Year 1 (and Year 2)

Assessment Protocols
Early Years Foundation Stage:

On entry to the school, through teacher observation, children will be assessed using a Baseline.   Results are used to inform planning, set targets and aid early identification of any special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Outcomes which are based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:	*The specific areas of learning:*	*Characteristics of effective learning:*
Communication and Language	Literacy	Playing and Exploring
Physical Development	Mathematics	Active Learning
Personal, Social and Emotional Development	Understanding of the World	Creating and Thinking Critically
	Expressive Arts and Design	

There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). These are recorded formatively throughout the year using 2BuildAProfile which is the school's chosen Early Years Tracker.   This shows progress and attainment across all 17 ELGs.

Data is entered: twice at the start of the academic year; at Christmas; at Easter & at End of Year

Key Stage 1 and Key Stage 2:

Reading (alongside compulsory National Testing):
- All KS2 pupils will be assessed using Testbase Progress and Optional Tests
- Suffolk Reading Scale is used to generate a reading age
- Across KS1 and KS2 reading is assessed formatively using Oxford Reading Scale, Teacher Assessment and, in Year 2 and 6, relevant Interim Assessment documents
- Individual pupil progress is discussed at the end of each term during Pupil Progress Review meetings (PPR) with class Teachers and Senior Leaders
- Children are assessed using Objectives which are taken from the Programme of Study for each year group
- Phonics – pupils are tracked and taught in ability groups – they are assessed every six weeks as part of the ReadWriteInc Programme
- Summative assessment information is used to support formative assessment that is inputted into our Year Group Tracking Grid termly and progress monitored towards targets

Writing:
- Writing is assessed formatively using our school marking policy, FOCUS Writing Exemplifications, Oxford Writing Criterion Scale and, in Year 2 and Year 6 relevant Interim documents and published exemplification materials
- Children are assessed using Objectives which are taken from the Programme of Study for each year group
- Individual pupil progress is discussed at the end of each term during Pupil Progress Review meetings (PPR) with class Teachers and Senior Leaders
- Summative assessment information is used to support formative assessment that is inputted termly into our Year Group Tracking Grid and progress monitored towards targets

Maths:
- Maths is assessed formatively using White Rose Assessment, Busy Ant and Testbase Progress and Optional Tests (Y2-Y6)
- Gateshead TiPPs are available to be used
- Individual pupil progress is discussed at the end of each term during Pupil Progress Review meetings (PPR) with class Teachers and Senior Leaders
- Children are assessed using Objectives which are taken from the Programme of Study for each year group
- Summative assessment information is inputted termly into our Year Group Tracking Grid and progress monitored towards targets

Assessment within Curriculum Subject Areas:
Although pupils are not currently assessed using summative methods in other subject areas, we believe it is vital for them to know how they are doing in order to make progress. Formative assessment through marking and feedback is used to highlight areas of strength, areas for improvement and next steps. Subject specific tracking can be seen in Subject Leader Files (eg the school has developed a Gymnastics Tracking system).

Special Educational Needs:
Pupils identified on the SEN register are assessed in line with other pupils where possible or against Programmes of Study from an appropriate year group or targets on their Individual Education Plan or Health and Care Plan.

On 19 October, the Rochford Review report was published, which makes recommendations for assessment arrangements of those pupils working below the standard of the national curriculum tests.

The report's recommendations include removal of the statutory requirement to use P scales to assess pupils with special educational needs and/or disabilities (SEND), who are working below the overall standard of the national curriculum assessments. The Government's Standards and Testing Agency will consult on the report's recommendations in early 2017 and final decisions will be made following that consultation.

In the meantime, we will continue to use P scales in 2017, for statutory assessment of pupils with SEND who are working below the standard of the interim pre-key stage standards.

Pre-key stage standards are used for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. Teachers must use these standards to make statutory teacher assessment judgements at the end of key stage 2 for pupils who are working below the national curriculum tests and teacher assessment frameworks, and above P scale 4. If a pupil is working below these standards, teachers should report their outcomes using P scales 1 to 4. These are for use from the 2018 to 2019 academic year onwards. They are the same documents that we originally published in May 2018 to give teachers advance notice of the final standards.

Standardisation/Moderation
The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;
• With colleagues in school
• With colleagues from other schools
• By attending LEA sessions to ensure our judgements are in line with other schools
• By being familiar with relevant and up-to-date Exemplification materials and Interim statements (Y2 and Y6)
• Evidence of moderated work will be kept

Reporting

Reports promote and provide:

- Good home /school relationships
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

Parents are invited to attend formal consultations (Parents' Evenings) with the teacher during the Autumn and Spring terms. The school operates an Open Door Policy and is trialling Structured Conversations, should the need arise, parents are welcome to discuss the progress of their child with the Teacher or Head Teacher at other times.

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of expected standard. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

For children at the end of Year 1, additional information relating to Phonics Screening will also be shared. This will also be shared with Year 2 children who have re-sat the Phonics Screening.

This policy will be reviewed annually or sooner in the light of any National guidance to changes in assessment.

Appendix 1
Progress at Dunn Street:

The tables below detail the points system that is used to track pupil progress across school. This tracking system is underpinned by the individual subject assessment sheets that are linked to the National Curriculum. Good progress is 3 points per academic year.

Key Stage	Early Years Curriculum											
Year Group	EY1								EY2			
Expectations	Below 22-36 low	22-36 beginning	22-36 working towards	22-36 expected	30-50 beginning	30-50 developing	30-50 secure	40-60 working towards	40-60 developing	40-60 secure	**ELG**	ELG
Average Tracking Point (ATP)	0	1	2	3	4	5	6	6#	7	8	**9**	9#
EYFS Profile										Emerging	**Expected**	Exceeding

Key Stage	Key Stage 1							
Year Group	Year 1				Year 2			
Expectations	Y1 beginning	Y1 working towards	**Y1 secure**	Y1 at depth	Y2 beginning	Y2 working towards	**Y2 secure**	Y2 at depth
Average Tracking Point (ATP)	10	11	**12**	12#	13	14	**15**	15#

Key Stage	Lower Key Stage 2							
Year Group	Year 3				Year 4			
Expectations	Y3 beginning	Y3 working towards	**Y3 secure**	Y3 at depth	Y4 beginning	Y4 working towards	**Y4 secure**	Y4 at depth
Average Tracking Point (ATP)	16	17	**18**	18#	19	20	**21**	21#

Key Stage	Upper Key Stage 2							
Year Group	Year 5				Year 6			
Expectations	Y5 beginning	Y5 working towards	**Y5 secure**	Y5 at depth	Y6 beginning	Y6 working towards	**Y6 secure**	Y6 at depth
Average Tracking Point (ATP)	22	23	**24**	24#	25	26	**27**	27#

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in EY								
	Emerging towards ELG							ELG expected (9)	ELG exceeding (9#)
Best fit developmental age/standard band	22-36 secure (3)	30-50 beginning (4)	30-50 working towards (5)	30-50 secure (6)	40-60 beginning (6#)	40-60 working towards (7)	40-60 secure (8)		
22-36 beginning (1)	**below**	**typical**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**
22-36 working towards (2)	**below**	**below**	**typical**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**
22-36 secure (3)	**below**	**below**	**below**	**typical**	**rapid**	**rapid**	**rapid**	**rapid**	**rapid**
30-50 beginning (4)	*	**below**	**below**	**below**	**below**	**typical**	**rapid**	**rapid**	**rapid**
30-50 working towards (5)	*	*	**below**	**below**	**below**	**below**	**typical**	**rapid**	**rapid**
30-50 secure (6)	*	*	*	**below**	**below**	**below**	**below**	**typical**	**rapid**
40-60 beginning (6)	*	*	*	*	**below**	**below**	**below**	**typical**	**rapid**
40-60 working towards (7)	*	*	*	*	*	**below**	**below**	**below**	**typical**
40-60 secure (8)	*	*	*	*	*	*	**below**	**below**	**typical ***
ELG Expected (9)	*	*	*	*	*	*	*	**below**	**typical ***
ELG exceeding (9#)	*	*	*	*	*	*	*	*	**below**

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 1				
	40-60 secure (8)	**beginning Year 1 (10)**	**working towards Year 1 expectations (11)**	**secure Year 1 (12)**	**Year 1 at depth (12#)**
40-60 working towards (7)	below	typical	rapid	rapid	rapid
40-60 secure (8)	below	below	typical	rapid	rapid
ELG expected (9)	*	below	below	typical	rapid
ELG exceeding (9#)	*	*	below	below	typical

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 2			
	beginning Year 2 (13)	**working towards Year 2 expectations (14)**	**secure Year 2 (15)**	**Year 2 at depth (15#)**
beginning Year 1 (10)	typical	rapid	rapid	rapid
working towards Year 1 expectations (11)	below	typical	rapid	rapid
secure Year 1 (12)	*	below	typical	rapid
Year 1 at depth (12#)	*	*	below	typical

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 3			
	beginning Year 3 (16)	**working towards Year 3 expectations (17)**	**secure Year 3 (18)**	**Year 3 at depth (18#)**
beginning Year 2 (13)	typical	rapid	rapid	rapid
working towards Year 2 expectations (14)	below	typical	rapid	rapid
secure Year 2 (15)	*	below	typical	rapid
Year 2 at depth (15#)	*	*	below	typical

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 4			
	beginning Year 4 (19)	**working towards Year 4 expectations (20)**	**secure Year 4 (21)**	**Year 4 at depth (21#)**
beginning Year 3 (16)	typical	rapid	rapid	rapid
working towards of Year 3 expectations (17)	below	typical	rapid	rapid
secure Year 3 (18)	*	below	typical	rapid
Year 3 at depth (18#)	*	*	below	typical

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 5			
	beginning Year 5 (22)	**working towards Year 5 expectations (23)**	**secure Year 5 (24)**	**Year 5 at depth (24#)**
beginning Year 4 (19)	typical	rapid	rapid	rapid
working towards Year 4 expectations (20)	below	typical	rapid	rapid
secure Year 4 (21)	*	below	typical	rapid
Year 4 at depth (21#)	*	*	below	typical

On-entry Assessment	End of Year Assessment and Suggested Rate of Progress in Year 6			
	beginning Year 6 (25)	**working towards Year 6 expectations (26)**	**secure Year 6 (27)**	**Year 6 at depth (27#)**
beginning Year 5 (22)	typical	rapid	rapid	rapid
working towards Year 5 expectations (23)	below	typical	rapid	rapid
secure Year 5 (24)	*	below	typical	rapid
Year 5 at depth (14#)	*	*	below	typical

Appendix 2
Mastery:

A teacher who wishes to award # to a pupil needs to collect evidence across the academic year showing the application of their learning. This evidence is moderated by Key Stage teams and then brought to a Progress Meeting where a final decision is made the mastery level allocations.

In order to show pupils are functioning at the Mastery (#) level, they are able to:

Definitely:
Apply understanding in more complex situations. Use facts, information or procedures to respond to, solve and answer complex problems. Apply own knowledge in an alternative and unusual context.
In relation to Blooms' Taxonomy:
Analysis / Analysing – infer and separate
Synthesis / Creating - combine, compose, create, design

Show elements of / begin to:
Apply understanding creatively in more intricate situations. Use facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Apply own knowledge into alternative and unique contexts.
In relation to Blooms' Taxonomy:
Evaluation and Evaluating – compare, judge

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
09/16	New Curriculum	Adjustments to whole school tracking
09/17	Whole School Assessment Changes – O-Track no longer in use	Monitoring of assessment calendar and tracking
11/17	Whole School Inservice – clarifying and finalising arrangements alongside new assessment timetable and Pupil Progress meetings	Monitoring of progress of "beginning" pupils
02/18	New spreadsheet tracking system in place	Governor responsible to be identified
03/20	Year 4 MTC added; web-site modified	