

Assessment Policy

Muscliff Primary School



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Our Vision and Values

Our school is a place where staff, directors and parents/carers **actively work together** to ensure all children receive an **engaging, ambitious, rich curriculum** to **inspire thinking** and **promote deep sustainable learning**.

Children become **lifelong learners, aspiring to high standards of achievement** in **all** areas of their life.

Children are supported through a **strong set of enduring values** which will provide the **solid foundation** for children as they discover their own individual **role and responsibilities** within the wider world:

- **Resilience:** in the face of challenge
- **Responsibility:** for our own actions and learning
- **Kindness:** showing empathy towards others
- **Curiosity:** for lifelong learning in a rapidly evolving world
- **Aspiration:** for now and for the future

Assessment Policy: Rationale

At Muscliff Primary School, we strive towards the highest quality teaching and learning for our children. At the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We believe that assessment provides the basis of informed teaching, helping pupils to overcome barriers and ensuring that teaching builds upon what has been learned.

It is also the means by which pupils understand what they have achieved and what they need to learn next.

Formative assessment works within our positive learning environment to support the children in understanding the steps necessary for their own success. It enables teachers to set appropriate work for the children's continuing progress.

Summative assessment provides information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment. We use two forms of summative assessment: in-school summative and national standardised summative assessment.

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and provide ongoing support enabling all pupils to make sufficient progress
- Target setting
- Children to demonstrate what they know, understand and can do in their learning
- Children to have an active role in evaluating their own learning and identifying ways in which they could improve their work
- Parents/carers to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Please also see Appendix 1: Key Principles of Assessment at Muscliff (based on the NAHT Commission on Assessment Report 2014)

Muscliff Primary School Expectations

We believe that every child can and should achieve their full potential. It is our responsibility to support and challenge children at all levels of ability.

Muscliff has developed a mastery curriculum, in line with government expectations. The principle of a mastery curriculum is that children keep up with the pace of learning and that gaps are addressed immediately so that no child falls behind. Our aim is also that higher ability children will embed the skills they have acquired at a deeper level (greater depth).

We expect the majority of children to be working towards achieving their end of year expectations throughout the year. Adequate scaffolding for learning is planned for children who may struggle with particular objectives and 'keep up sessions' may take place, informed by ongoing daily assessment. For those already achieving their year group objectives, 'greater depth' tasks are planned in order to allow the children to use and apply the skills in a range of different ways.

Our expectation of all teachers is that they will use assessment effectively and accurately, every day, to ensure that the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level, and to an appropriate depth.

Types of Assessment

We use a combination of formative and summative assessments:

Formative Assessment (Assessment **for** Learning – AfL)

Formative assessment is a powerful way of improving pupils' achievement and progress. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (scaffolding or corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies and scaffolding to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track children's rate of progress
- support an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention or "keep up" support.

Formative assessment takes place continually in the classroom. Typical methods of formative assessment include:

- Use of Learning Logs (see below)
- Targeted questioning
- Ongoing observations and record keeping
- Range of opportunities for pupils to make their learning visible, for example, using practical apparatus.
- Discussions with children
- Verbal and written feedback (see feedback policy)
- Children's self-assessment and 'purple polishing pen.'

- Short quizzes
- Times tables passports/ Number Bond Awards/ Arithmetic Tests (see Maths Fluency policy)
- Phonics Tracker – used continuously to identify gaps and to assign phonics based reading books to support current learning
- Arithmetic Tests
- Spelling tests
- End of topic/unit assessments
- Doodle Maths
- Doodle English



Learning Logs

Assessment during every lesson will be underpinned by a range of the strategies above and is recorded on Learning Logs in English and Maths (see example below). These are used to prompt teachers to reflect. Teachers keep a Learning Log as part of their day-to-day practice which is used before, during and after each lesson. In the first instance, the Learning Log is used to anticipate and plan for misconceptions, detailing where children may need support (based on strong teacher pedagogy and through looking at previous logs, anticipating where the teaching might need further unpicking to facilitate excellent learning). This prompts teachers to adapt their lesson resources or plan for more targeted questions. During the lesson, teachers may make notes in their logs – this is to reinforce the importance of continual reflection. At this point teachers reflect on what they might do differently to change the current course of learning. Every lesson counts and our approach reinforces this ethos. The Learning Log also tracks pupils’ achievements and recognises when children have shown deeper insight to their learning. At the core of the learning log is continued observation and next step dialogue. When children have found learning harder to access, the teachers reflect on how they might work differently to ensure good progress.

Example English Learning Log

<p>Tuesday 14th January 2020 Lesson 4 WALT: Use punctuation to create a specific effect. <u>WDLF:</u> Children who... Can use an ellipsis for a cliff hanger</p>	<p>Common Successes</p>
<p>Misconceptions</p>	<p>Deeper Learning</p>
<p>Who stood out?</p>	<p>Who stood out?</p>
<p>Implications</p> <p>Were all classes across the year group similar?</p>	

Example Maths Learning Log

Date: _____ Chapter ____ Lesson ____	 Misconceptions/Observations 	Absences
who	what	action

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing parents/carers, governors and teachers of children's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, Year 1, KS1, Year 4 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future, through Question Level Analysis where possible.

Assessment in the Foundation Stage Early Years Foundation Stage Profile

The Early Years Foundation Stage profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities. Throughout the year, teachers record children's progress and achievements in their 'Learning Journal'. They use 'Development Matters' as guidance to reflect and record the stages of development the children go through. Each child's level of development is assessed at the end of the year against the Early Learning Goals (ELGs). There are seventeen ELGs in total, within seven areas of learning:

- Communication and Language

- Physical Development
- Personal, Social and Emotional development (PSED)
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design

For each Early Learning Goal, teachers decide whether a child's development is:

- Expected: at the level of development expected at the end of the EYFS
- Emerging: not yet at the level of development expected at the end of the EYFS

If a child achieves 'expected' in the following areas of learning, they have achieved a 'Good Level of Development'(GLD) overall: Communication and Language, Physical Development, PSED, Literacy and Mathematics.

When completing the EYFS profile, teachers may include the following evidence to support their judgements, which are 'best fit':

- Knowledge of the child
- Materials that illustrate the child's learning journey, such as photographs
- Observations of day-to-day interactions
- The child's view of his or her own learning
- Information from parents and carers
- Information from other relevant adults

These assessments provide year 1 teachers with background and context when considering the child's next stage of development and future learning need and will be discussed as part of our Reception to Year 1 transition meetings.

[Assessment in Key Stage 1 and 2](#) [Insight -](#)



At Muscliff, we use 'Insight' – an online tracking system for primary schools – to track attainment and progress in Reading, Writing and Maths.

At the end of each term, teachers record their summative teacher judgments based on the work completed and progress made over that term of each child. These assessments are underpinned by all the formative assessment that has taken place across the term.

The assessment criterion is divided into four bands: Working below, Working Towards, Expected or Greater Depth.

At the end of the Autumn and Spring Terms, 'Expected' attainment is translated as 'on track' to meet age related expectations. It is translated as 'secure' in age related expectations at the end of the Summer term.

At the end of the Autumn and Spring Terms, 'Greater Depth' attainment is translated as 'on track' to meet age related expectations but also to be able to apply their knowledge in a range of situations. It is translated as having 'greater depth' knowledge of age related expectations at the end of the summer term.

Past and current judgements for all subjects are centrally stored on Insight Tracking. Teachers update and analyse this data to inform planning and teaching and to set challenging and aspirational targets for all pupils.

In addition to Insight, Bsquared (connecting steps) is used to support with assessment of children who are working below age related expectations.

Small steps of progress are recorded and tracked. Connecting steps consists of assessment frameworks that break achievements down into smaller steps that lead up to mastering a skill.

The steps are used to build a picture of an individual child's learning and progress. Gaps can be identified and targeted.

Testing

Year Group	National Standardised Summative Assessments	In-school summative assessments.
Reception	Early Years Foundation Stage Profile	
Year 1	Phonics Screening Test	Phonics tracker practice screening tests. Little Wandle Assessments (phonics) Number bond tracking
Year 2	Phonics screening for those who did not meet national expectation in year 1. KS1 SATS – Teacher Assessment in Reading, Maths and GPS (Grammar, Punctuation and Spelling), underpinned by tests. Writing is teacher assessed with no test.	Phonics Tracker practice screening tests. SATS past practice papers Times tables passports Number Bond tracking Arithmetic Tests (2 per half term) Spelling tests
Year 3		NfER Optional SATS tests (termly). Times tables passports Number bond tracking Arithmetic Tests (2 per half term)
Year 4	Multiplication tables check.	NfER Optional SATS tests (termly). Times tables passports Arithmetic Tests (2 per half term)
Year 5		NfER Optional SATS tests (termly). Times tables passports
Year 6	KS2 SATS – Tests in Reading, Maths and GPS (Grammar, Punctuation and Spelling). Writing is teacher assessed. A selected number of children may be asked to complete a Science sampling test for the DfE.	SATS past practice papers Arithmetic Tests (2 per half term) Times tables passports Spelling tests

[National standardised summative assessment](#)

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents and carers with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

[Termly Progress Meetings \(Reception – Year Six\)](#)

Teachers and their year lead will meet at least once a term to review outcomes of formative and summative assessment data gathered during the term, sometimes alongside a Deputy/Assistant Head teacher/ SENCo. The progress of each child will be examined, alongside that of the cohort as a whole and also different groups of children. This will be supported by SLT analysis of Insight data which may also identify similar or additional areas to focus on. These meetings will inform intervention and booster groups for the following term and a 'Year Group Profile' will be updated accordingly.

[Assessment of Foundation Subjects](#)

Assessment in the foundation curriculum is a tool to monitor the retention of both knowledge and skills across each year group. Developed from the national curriculum and adapted to match our tailored progression, the objectives we assess against are clear and precise. We use formative assessment to understand the impact of our curriculum, monitor the retention of facts and the development of key skills. It also assists staff to identify next steps for learners in all subjects and provide information for curriculum leaders in curriculum development.

[Meeting the needs of the less able](#)

Every child is expected to make at least good progress from their prior starting point. Children who fall behind their year group expectation will be supported to make accelerated progress in a range of ways, for example, intervention groups, keep up sessions, scaffolding, adapted learning, adult support or more specific provision linked to their particular needs (see also Inclusion Policy).

[Meeting the needs of the more able](#)

For children who have securely met their end of year objectives, rather than moving on to the next year's curriculum objectives, these children will work on embedding their knowledge through the application of skills in different contexts – they will benefit from a strong depth of understanding that will be a firm foundation for future learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

[Reporting to Parents/Carers](#)

We use the following systems to keep parents and carers informed about their child's achievements and progress;

- End of school year annual reports (July)
- Parents evenings- October/November and March
- Meetings arranged as necessary where concerns have arisen
- 'Book Looks'

Statutory test results will be shared for children involved in sitting them.

Other ways in which we monitor attainment and progress

There are many other ways, alongside the assessment procedures outlined above, in which we monitor and evaluate children's academic attainment and progress at Muscliff.

These include;

- Regular scrutiny of children's work by middle and senior leaders
- Learning walks undertaken by the Senior Leadership Team, and middle leaders.
- Monitoring meetings with Governors and external challenge providers linked to the BST (Bringing Schools Together umbrella trust).
- Use of other data analysis tools e.g 'Analysing School Performance', FFT Aspire, Inspection Dashboards.
- Staff professional growth meetings.

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
- Monitor and verify the administration of statutory assessments to ensure guidance and procedure is followed correctly.

Headteacher and Senior Leadership Team

The Head teacher and the senior leadership team are 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

Teachers

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

Links to other policies and documents

- Inclusion Policy
- Maths Fluency Policy

Key Principles of Assessment at Muscliff (based on the NAHT Commission on Assessment Report 2014)

- 1) Assessment is at the heart of our teaching and learning:
 - a) 'Assessment for Learning' or formative assessment, is used as part of our everyday practice.
 - b) It is used diagnostically and provides evidence to support further planning and identifies children who require specific intervention.
 - c) Children are encouraged to understand and review their progress against national curriculum objectives and engage with their next steps in learning. This is supported by the Feedback policy.
- 2) Assessment is used fairly:
 - a) Assessment is inclusive of all ages and abilities.
 - b) Access arrangements are made to support children with additional needs in any necessary assessment activity.
- 3) Assessment is robust:
 - a) Assessment is moderated within school and also with other schools within the BST (Bringing Schools Together umbrella trust) and the moderation provider (e.g. BCP Local Authority) to ensure teacher assessment is as accurate as possible.
 - b) Assessments are recorded and reported in a transparent way in order to support children with their learning and to support parents/carers in understanding where their child is in their learning journey.
 - c) Outcomes are used in a summative and evaluative way that informs school leaders how well the school is performing as a whole.
- 4) Assessment is ambitious:
 - a) Assessments are placed in context against national criteria and expected standards.
 - b) Assessment clearly sets a pathway of expected progress and development for every child.
 - c) Assessment sets high expectations for all learners.
- 5) Assessment is appropriate:
 - a) The type of assessment used is appropriate for what needs to be assessed.
 - b) Assessment draws on a wide range of evidence to provide a complete picture of a child's achievement and progress.
 - c) Assessments should require no more procedures or records than are practically required to allow children, parents/carers and teachers to plan future learning.
- 6) Assessment is consistent:
 - a) Judgements are formed using common principles.
 - b) The outcomes of assessments are shared as necessary and easily understood by all parties (including children, parents/carers, governors and staff).
 - c) Our school's results are capable of comparison with other schools both locally and nationally.
- 7) Assessments provide meaningful and understandable information for.....
 - a) Children, in developing their learning
 - b) Parents/carers, in supporting their child's learning

- c) Teachers and support staff in planning teaching and learning (maintaining high expectations for every child)
 - d) School leaders in planning and allocating resources.
 - e) Government and agents of government
- 8) Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved by every child.