

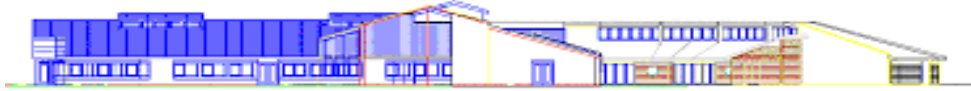
# **Redhill Primary School**

## **Assessment Policy**

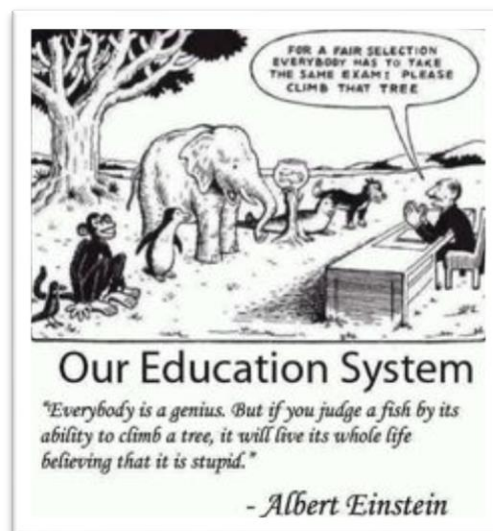
**Signed**

A handwritten signature in black ink, appearing to read 'Beth Tutchener-Ellis'.

**Mrs Beth Tutchener-Ellis, Chair of Governors**



Assessment at Redhill is purposeful and gives an insight into pupils' knowledge and understanding, allowing teachers to set realistic, yet challenging targets. Assessment is carried out daily through formative methods and also summatively to provide clear information on knowledge, skills, key concepts and also the application of these. Assessment may look very different from one child to the next as all children have different starting places and learning styles.



### **Why is there a need for a new assessment policy?**

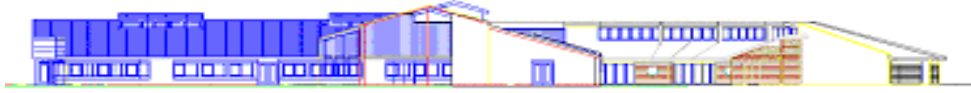
The changes to the national curriculum and its assessment go well beyond mere changes of content. They invoke very different day to day approaches to assessment and signal fundamental shifts in ideas about learning and assessment. The sub levels have now been removed and the new curriculum is founded on the principle that teachers should ensure that the pupils have a secure understanding of key ideas and concepts before moving onto the next phase.

### **What should good assessment look like?**

At Redhill, the overriding principle of good assessment is that it should be clearly tied to its intended purpose.

The three main forms of assessment at Redhill are:

1. Formative assessment- used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly. This can include, probing questions, quick recap questions, scrutiny of work and formal tests.
2. Summative assessment- enables schools to evaluate how much a pupil has learned at the end of a teaching period.
3. Nationally standardised summative assessments- used by the government to hold schools to account.



### **What will good practise look like?**

Assessment will directly evaluate pupils' knowledge and understanding of curriculum requirements. This evaluation will be seen in books and lessons as a virtuous circle of teaching and learning. Teachers are able to identify 'gaps' in learning and this prompts the teacher to consider future learning and teaching approaches. Good teaching and assessment continually reinforce each other and generate continuous improvement.

### **Children's role in self assessment.**

The children will use the Success Criteria to evaluate their work against a given criteria, stemming from the lesson objective, giving them an insight into how successful they were. On occasion it may be appropriate for the children to set their own criteria, thus empowering them in their learning. On occasion the children will be asked to peer assess against criteria to evaluate the piece of work. Children are given targets for Numeracy and Literacy by the class teacher and are made aware of these. These targets might be referred to in guided group activities and will be signed off when the child has shown independence in the target.

### **Principles of in-school formative assessment**

Formative assessment lets the teacher know whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. Teachers will be looking for whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence. Teachers will then communicate findings with the children, explaining what they need to do next. This might be done orally or in writing.

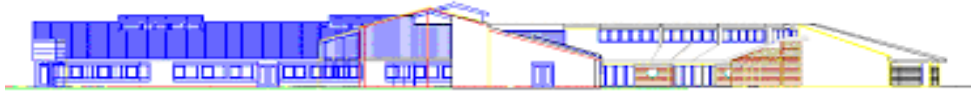
Information gained from formative assessments will be used to identify pupils who may need additional support and to inform future planning. Follow up action will be taken to not only 'plug' gaps in learning but also to explore ways in which a concept can be taught differently for those who are secure in their understanding

### **Principles of in-school summative assessment**

Summative assessment will be used to provide information to parents, provide the senior leadership team with data so that they can identify 'headlines' for the school, and in turn inform the strategic plan for the school. The assessments will also provide information on how secure a child was /is in their knowledge of the curriculum to pass onto teachers.

Teachers will use a STATs grid to assess the children in Reading, Writing, SPAG and maths. When the grids are used in conjunction with the children's work they give an indication of whereabouts in the curriculum they are working and how secure they are. Assessments are recorded as E, D and S. A child may be Entering, Developing or Secure in a programme of study. These codes allow Senior leaders to identify who is not on track to be secure by the end of the year and also allows new teachers to see how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression. This knowledge supports the new teacher in differentiating the support given to pupils in the class to achieve their potential.

Assessments made through out the year will be fed back to parents through parent consultation meetings and the annual report. In the annual report we also consider the progress a child has made based on their starting place- this might highlight to parents that although their child is not working at the national expectation their child has made incredible progress.



Children will not be told whether they are entering, developing or secure, but instead targets will be given in reading, writing, Spag and Maths, so that the children are aware of what their next steps are.

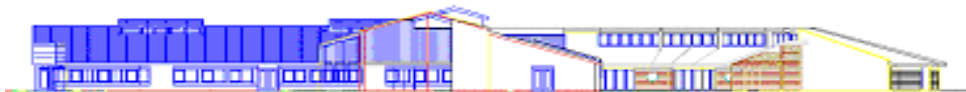
The senior leadership team will evaluate data and conclude in reports considering:

- Starting points of all children
- Different groups of children
- Progress
- Attainment
- Comparative data
- Impact on school development plan
- CPD needed within school

### **Arrangements for the governance, management and evaluation of assessment**

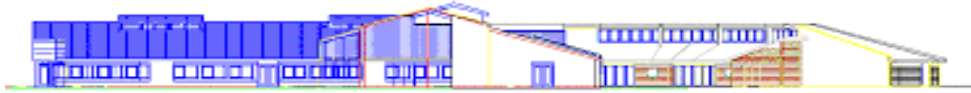
The head teacher and assessment coordinator are responsible for ensuring the assessment policy is maintained and followed. With feedback from teaching staff on everyday classroom practise, the Senior leadership team are responsible for monitoring the effectiveness of assessment practises in the school. The policy and practises will be deemed effective when we have reliable robust data that can be used to form accurate judgements on progress and attainment.

To ensure judgements are accurate through out school and across year groups we have moderation meetings before each data input. This gives teams chance to analyse evidence and confirm judgements made. We have also set up links with other schools across Telford and Wrekin to confirm our assessment judgements.



**Information about how assessment outcomes will be collected and used**

	<b>Autumn1</b>	<b>Autumn2</b>	<b>Spring1</b>	<b>Spring2</b>	<b>Summer1</b>	<b>Summer2</b>
<b>Reception</b>	<b>Baseline assessments Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 1</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>Phonics assessment Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 2</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>National testing Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 3</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 4</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 5</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>
<b>Year 6</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Autumn assessments</b>	<b>Pupil Progress meetings</b>	<b>Moderation and Spring assessments</b>	<b>National testing Pupil Progress meetings</b>	<b>Annual report Moderation and summer assessments</b>



### **How is the data used?**

The data collected will be used in the following ways;

- To inform future teaching.
- To identify vulnerable children/groups.
- To check progress and attainment of all children.
- To inform future CPD.
- To be used as a discussion point in Pupil progress meetings.
- To inform intervention planning.
- To provide evidence for Performance Management.
- To provide governing body with a clear picture of school achievements, attainment and progress.
- Some data will be sent to the government.

We will collect data at set periods of the academic year. Assessment data will be used by SLT to inform the school development plan and also to evaluate Performance management targets set. Data will be shared with the SENCO as a means of identifying any children that may require attention. Data will be inputted into Otrack (online data system) for SLT to use and for teachers to track progress.

### **Arrangements for ensuring teachers are able to conduct assessment competently and confidently.**

The Head teacher and Senior leadership team will ensure the staff are kept up to date with developments in assessment practise through appropriate CPD, staff meetings or PD days. There are a number of rigorous systems in place which allow the senior leadership team to look at and monitor assessment practises within school. Teaching observations form part of this evidence base as do book scrutinies. In observations the observer will be looking for methods of AfL and will be able to see how the teacher questions the children to elicit their understanding. Is the thinking and learning moved along through the use of rich questioning? When SLT carry out book scrutinies they identify if a child is working at an appropriate level. The books build a picture as to whether misconceptions are being picked up and if the teaching sequence shows clear progression but also readdresses learning when needed. Teacher focus groups demonstrate where the teacher has a clear understanding of the natural next steps in their learning.

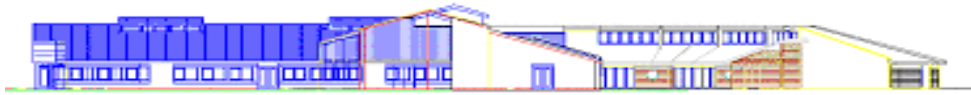
Following an Assessment course and T&W assessment updates, any new information will be shared in SLT and a decision will be made as to whether a whole school staff meeting is needed or if it can be disseminated in team meetings.

### **Detail about the approach to different forms of assessment**

To get a true picture of the children's levels of attainment, we do not rely on only one form of assessment when making judgements. As well as teacher assessment, the intermix teacher assessment frameworks and the use of Sheffield Stats materials, we will also gather data from published assessments when appropriate.

In Literacy;

- Reading will be assessed through guided reading sessions and also through the use of published assessments where appropriate. Guided reading sessions will have an assessment focus and Stats materials will be updated as a result of these sessions.



- Writing will be assessed using the STATs materials. Children will be given the opportunity to write unaided at least once a fortnight and this independent writing will form the evidence basis of the assessment.
- Spelling punctuation and grammar is assessed through independent work and through the use of published resources.

In Numeracy teachers judgements will be formed through evidence in maths books. The Sheffield Stats materials will help support teachers with their judgements. Application of skills is key in this assessment.

In Literacy and numeracy the expectations are that by the end of the academic year the children will be secure in that particular year's curriculum.

	Autumn	Spring	Summer
Year 1	Entering 1	Developing 1	Secure 1
Year 2	Entering 2	Developing 2	Secure 2
Year 3	Entering 3	Developing 3	Secure 3
Year 4	Entering 4	Developing 4	Secure 4
Year 5	Entering 5	Developing 5	Secure 5
Year 6	Entering 6	Developing 6	Secure 6

Over the course of the year we are expecting the children to move 5 steps, from Entering to Entering+, developing, developing+ and then into the secure judgement. The + assessments allow us to show progression within the one judgement. Some children may not be entering the curriculum in September as they might still be working in the previous one- in this case we are still expecting them to a minimum 5 'steps' progress but these pupils will be targeted for additional support to reduce the attainment gap.

For children with Special Educational Needs it might be more appropriate that they are assessed against different criteria and through more appropriate means.

#### Assessment policy overview

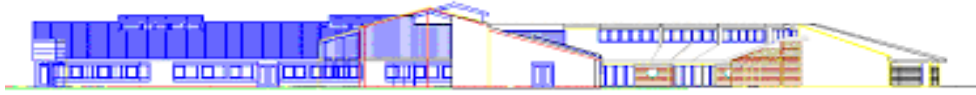
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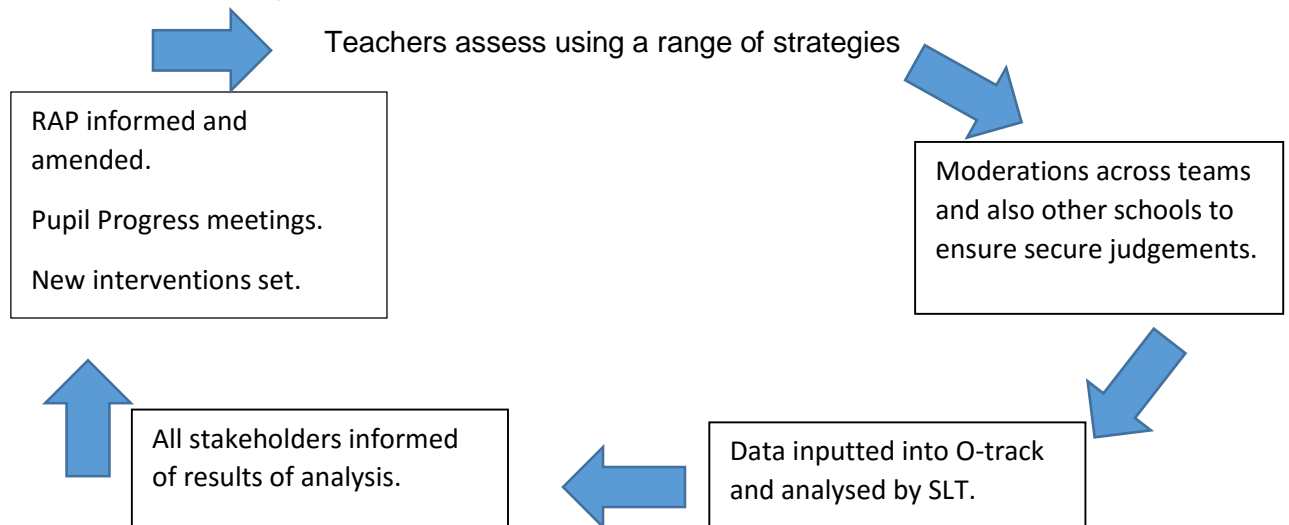


3. Nationally standardised summative assessments- used by the government to hold schools to account.

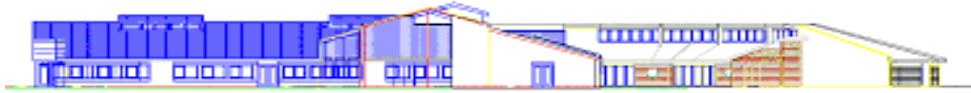
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Model of assessment practise







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The data collected will be used in the following ways;

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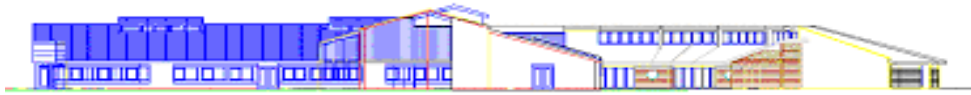
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The Head teacher and Senior leadership team will ensure the staff are kept up to date with developments in assessment practise through appropriate CPD, staff meetings or PD days. There are a number of rigorous systems in place which allow the senior leadership team to look at and monitor assessment practises within school. Teaching observations form part of this evidence base as do book scrutinies. In observations the observer will be looking for methods of AfL and will be able to see how the teacher questions the children to elicit their understanding. Is the thinking and learning moved along through the use of rich questioning? When SLT carry out book scrutinies they identify if a child is working at an appropriate level. The books build a picture as to whether misconceptions are being picked up and if the teaching sequence shows clear progression but also readdresses learning when needed. Teacher focus groups demonstrate where the teacher has a clear understanding of the natural next steps in their learning.

Following an Assessment course and T&W assessment updates, any new information will be shared in SLT and a decision will be made as to whether a whole school staff meeting is needed or if it can be disseminated in team meetings.

### **How are our judgements moderated?**

To ensure consistency and accuracy in our judgements, time is taken to moderate assessments. Four staff meetings are set aside for moderation, where teams of teachers sit down with assessed books and look for the evidence to suggest they are working at the given level. Comparisons between classes and teachers are made to ensure accuracy and consistency in judgements. As well as internal moderation, Redhill works closely with other schools to validate our assessment data. Cluster groups of schools get together to compare and finalise judgements. We also use money from the budget to buy in Telford and Wrekin consultants who work with teachers on agreeing which level our children are operating at and next steps. As a school, we have begun to develop our own exemplification materials which we are adding to the documents produced by the governments. All of this helps to develop accurate judgements across school.



### **Detail about the approach to different forms of assessment**

To get a true picture of the children's levels of attainment, we do not rely on only one form of assessment when making judgements. As well as teacher assessment we use the interim teacher assessment framework grids, the use of Sheffield Stats materials and exemplifications, Telford and Wrekin LA documents and we will also gather data from published assessments when appropriate.

In Literacy;

- Reading will be assessed through guided reading sessions and also through the use of published assessments where appropriate. Guided reading sessions will have an assessment focus and Stats materials will be updated as a result of these sessions.
- Writing will be assessed using the Telford and Wrekin materials. Children will be given the opportunity to write unaided at 3-4 pieces a term. This independent writing will form the evidence basis of the assessment.
- Spelling punctuation and grammar is assessed through independent work and through the use of published resources.

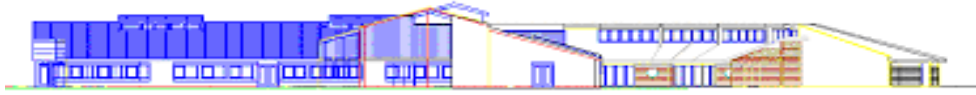
In Numeracy teachers judgements will be formed through evidence in maths books. The assessment materials we have developed will help support teachers with their judgements. Application of skills is key in this assessment. The children's work will be taken into consideration along with how the children perform against the key aspects of maths. Teachers will be looking for fluency, problem solving and reasoning skills along with knowledge. The teachers may use Puma materials to support their assessments in maths. In Literacy and numeracy the expectations are that by the end of the academic year the children will be secure in that particular year's curriculum.

Literacy and numeracy	Autumn	Spring	Summer
Year 1	Entering 1	Developing 1	Secure 1
Year 2	Entering 2	Developing 2	Secure 2
Year 3	Entering 3	Developing 3	Secure 3
Year 4	Entering 4	Developing 4	Secure 4
Year 5	Entering 5	Developing 5	Secure 5
Year 6	Entering 6	Developing 6	Secure 6

### **What progress should the children make?**

Over the course of the year we are expecting the children to move 5 steps, from Entering to Entering+, developing, developing+ and then into the secure judgement. The + assessments allow us to show progression within the one judgement. Some children may not be entering the curriculum in September as they might still be working in the previous one- in this case we are still expecting them to make a minimum of 5 'steps' progress but these pupils will be targeted for additional support to reduce the attainment gap.

Through use of the steps, we will be able to measure the amount of children making expected progress but also identify the amount of children making better than expected progress.



For children with Special Educational Needs it might sometimes be more appropriate that they are assessed against different criteria and through more appropriate means. Teachers make use of the PIVOTS folder to assess children working below the national curriculum and use this also to set targets. Practical activities are carried out with key questions to probe knowledge, understanding and skills.