ASSESSMENT POLICY

May 2016

Purpose

The purpose of this policy is to support and guide education professionals and assessment leaders in their key task of ensuring that every child is offered an appropriate degree of support and challenge in order to build effectively upon their current progress and understanding.

Aims and rationale

Accurate, informed, consistent and regular assessments of children's knowledge and understanding are essential in order for educational professionals to provide every child with a relevant and appropriately challenging curriculum to help them to grow into independent learners, able to evaluate their own work and progress.

The Trust's policy on assessment is inseparable from its curriculum policies and they must be viewed as evolving processes, with assessment informing the curriculum planning cycle.

It is vital that our assessments are accurate, consistent and systematic throughout each school and across the Trust. They should be straightforward and as economical as possible in their use of time whilst remaining effective. Teacher assessment outcomes must be moderated within and between DSAT schools. Teacher and standardised test data must be interrogated and benchmarked against National and Trust data sets and between schools.

Involvement of children

We believe that it is important to involve children wherever possible in the process and outcome of assessment in a positive way. This allows children to see that assessment is a means of improving their own standards of learning and promoting their general development. Children should also be clear about the criteria being used to assess the standard of their learning and progress.

Formative and Summative Assessment

The purpose of formative assessment is to guide the teacher in planning for and supporting the next steps of a child's learning. Formative assessment is a continuous process from lesson to lesson. Children are developing skills and knowledge all the time in response to their school experience and other factors they encounter which support their learning as individuals. Teachers use the outcomes of formative assessment to plan lessons in which challenge and support are closely matched to the next steps expectations of their pupils. Short term planning includes criteria identified to take pupils on to their next stage of learning.

Assessment of progress and attainment takes many forms and includes: observation of children at work, discussions with, and verbal and written comments to children about their work; marking of a child's work including references to next steps or targets. Teachers may set specific questions and challenges to check a child's understanding at various points in a cycle of lessons.

We summarise the child's achievements over time compared to age related expectations. We share this information with parents (at parents' evenings, within individual parent consultations and in written reports) the child's next teacher or the child's next school.

Informal summative assessment tests and tasks in core curriculum areas are used from time to time within the school year as a check against which teacher assessment outcomes are weighed. These may be brief and specific to check understanding of work taught over a set of lessons or a theme.

GL standardised assessment tests are used towards the end of each academic year in Year 1 – Year 5 in all Trust schools as a check of each child's end of year outcomes in Reading, Grammar and Maths. GL test papers are externally marked and analysed by GL Assessment. School and whole trust outcomes are analysed against standardised data sets. Where unacceptable variances in outcomes of Teacher Assessment and Standardised Test results occurs, school leaders work with teachers to evaluate teacher assessment and the child's assessment test outcomes to establish an accurate view of the child's current attainment.

Types of assessment

Assess the product – look at what the child has produced.

Assess the process – look at what the child is doing and how they are doing it.

Assess subject mastery – look at whether the child's understanding and skills within a curriculum subject securely meet age related expectations

Assess deeper learning – look at how secure a child's depth of knowledge and understanding are within a subject by assessing their ability to use and apply this learning to solve problems and to predict outcomes within the subject area and across other curriculum areas.

Reception

Attainment on entry is assessed within a Reception Baseline from which we plan individual learning journeys in the early years. In 2016 – 2017 all EYFS Leaders within DSAT will use NFER as the provider of their Baseline Assessment.

Following the completion of baseline assessment tasks, continuous assessment, from lesson to lesson and across all areas of learning, takes place throughout each child's first year in school. Outcomes inform next steps in planning, enabling a full and accurate profile of pupils' emerging skills and knowledge to be built up across the year.

Continuous assessment data is stored electronically. A paper-based Foundation Stage Profile showing evidence of curriculum content and progress may also be retained for each pupil.

EYFS teachers use their accumulated evidence to record each child's level of knowledge, skills and attitudes against a set of predetermined criteria. From this record is drawn outcomes that determine the child's end of EYFS GLD (good level of development) overall profile.

Key Stages 1 and 2

Trust schools are expected to use assessment approaches that directly link to the 2014 National Curriculum expectations and guide their practice in each year group in Key Stage 1 and Key Stage 2.

Pupils' attainment must be assessed against the appropriate age related expectations in each year group and in each subject area.

All DSAT schools have an effective assessment tracking system in place. This uses formative teacher assessment outcomes to accurately determine each half term the percentage of pupils on track to achieve (master) end of academic year age related expectations (ARE) together with the percentage on track to achieve ARE with deeper learning.

DSAT schools measure progress by comparing attainment to expectations which are based on previous assessment outcomes. We use the outcomes of EYFS baseline, GLD, previous teacher assessment, standardised tests and National KS1 assessments to guide our expectations. All Trust schools use FFT Aspire to guide expectations of end of KS2 outcomes based on attainment at end of KS1.

At the end of each term all DSAT schools are expected to report the % of pupils on track to make expected progress.

Data collected by DSAT from each school includes the attainment and progress of each year group overall and by class. The attainment overall and of the following pupil groups is reported each half term: Boys; Girls; FSM/non-FSM; PP/non-PP; SEND/non-SEND; EAL/non-EAL; CLA/non-CLA; HAPs/non-HAPs. Progress overall and of the above pupil groups is reported at the end of each term **(see Appendix 2).**

All pupils (except those with a recorded SEND which affects their cognitive ability) are expected to achieve at least age related expectations in all core subjects by the end of Key Stage 2, with a minimum expectation of 85% attaining this level.

Year on year, good and outstanding progress will enable an increasing proportion of pupils to reach age related expectations and to do so with deeper learning.

Children's progress and attainment is continually assessed through:

- Planning tailored to pupils' needs with assessment statement criteria included
- Observations and discussions about work
- Marking work, including next steps and children's targets
- Literacy records including reading records, phonic/spelling checkups, writing assessments, speaking and listening/oracy observations
- Numeracy records
- Core and foundation subject assessment records
- Special needs diagnostics
- Year 1 Phonics Screen
- Year 2 Phonics Screen (if unable to meet required score in Year 1)
- End of KS2 National tests in core subjects (including Science for a sample of children each year)

Assessment outcomes are frequently updated by teachers within the school's chosen tracking system. Updates are made to tracking systems by class teachers when their individual assessments of their pupils skills and understanding indicates that progress has been made towards statements within subject areas.

The Trust gathers data from schools at six points across each academic year as follows:

- **Autumn Term 1** – Teacher Assessment of % on track to achieve ARE
- **Autumn Term 2** – Teacher Assessment of % on track to attain ARE and % making expected or better progress

- **Spring Term 1** – Teacher Assessment of % on track to achieve ARE
- **Spring Term 2** – Teacher Assessment of % on track to attain ARE and % making expected or better progress

- **Summer Term 1** – Teacher Assessment of % on track to achieve ARE
- **Summer Term 2** – Teacher Assessment of % on track to attain ARE and % making expected or better progress
- **Summer Term 2** – Standardised Summative Assessment Test data (GL Assessments)

The analysis of children's assessment outcomes at school level is used to inform discussions at Pupil Progress meetings and to determine next steps.

Pupil progress meetings focus on outcomes of the following key pupil groups:

- Boys and Girls
- Pupil Premium pupils / non-Pupil Premium pupils
- Higher Ability Pupils / non-Higher Ability Pupils
- SEN pupils / non-SEN pupils
- EAL pupils / non-EAL pupils
- CLA pupils / non CLA pupils

DSAT schools provide support and intervention as required to ensure gaps in progress between pupil groups are narrowed and no child is left behind. If DSAT has concerns about the progress of particular children or groups of children in any Trust school we may gather assessment information with greater frequency from that school to analyse the effectiveness of focussed interventions and to work with the school to agree and implement next steps.

The Director of School Improvement has oversight of the assessment outcomes of all DSAT schools each half term and ensures that data is analysed and shared with the CEO and other Trust System Leaders. System Leaders use this analysis of half termly outcomes in professional conversations with school leaders to ensure that corrective action is taken if standards do not rise in line with expectations. The Director of School Improvement also facilitates the Assessment Network group which meets half termly to develop and extend the effectiveness of assessment systems throughout the Trust.

Teachers' assessment records

Each teacher must have electronic access to assessment information for their class within the schools chosen assessment tracking system. Teachers are responsible for the regular update of assessment information of pupils in their class, and for the analysis of progress towards expectations. The teacher is responsible for using assessment outcomes to identify needs and for implementing support and intervention appropriately with individuals and groups of children. The teacher must analyse the impact of interventions and determine next steps to ensure that children achieve in line with expectations.

Pupil progress meetings must be held at least termly. Senior leaders and class teachers should work together, using the evidence held within the school's assessment system, to analyse attainment, progress and next steps required for each pupil group to achieve in line with or above expectations each term.

Headteachers are required to send a pupil progress meeting report to their assigned System Leader at least termly. This must inform the System Leader of the outcomes of pupil progress meetings in each year group, and should give details of interventions in place to accelerate learning where necessary. **(see appendix 3)**

Pupils with Special Educational Needs

Children with registered special educational needs that impact on their cognitive ability are supported to access the National Curriculum. All children have the right to experience quality first teaching at an age appropriate level, however we recognise that adaptation of the curriculum may be necessary to meet the particular needs of a very small minority of pupils.

Within the age-related expectations of attainment it is likely that in each year group there will be a very small minority of pupils with significant cognitive delay who may struggle to achieve. It may be necessary for schools to break down the age-related expectations into smaller steps so that progression may be measured and celebrated. It may very occasionally be necessary to also develop a pre age-related ladder of skills in certain isolated cases where a child's individual learning needs are so significant that they are unable to access the smaller steps of progression within a curriculum year.

Points to remember:

- **<u>SEN is never an excuse for poor progress</u>**. The expectation of progress of children with special needs should be at least comparable to that expected of all children.
- Units of learning may need to be smaller if children to enable children to gain a sense of progress
- More frequent recognition of achievement may be necessary
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. oral rather than written questioning)
- Assessment tasks must be approached by the teacher without preconception about the child's performance. Findings must be based on evidence. Some children may have special needs in one area but not in another.
- Progress of children on the SEN register must be monitored to ensure that all continue to develop their skills and knowledge at an appropriate pace.

Higher Attaining Pupils

Higher attaining pupils are initially identified from the outcomes of the EYFS baseline assessment. As children progress through Key Stage 1 and Key Stage 2 additional pupils who make very good progress may be identified as high attaining as they develop.

Teachers must provide suitably challenging work that enriches and deepens understanding and which is differentiated appropriately to meet the needs of higher attaining pupils. Their progress must be monitored carefully each half term to ensure that they continue to develop their skills and knowledge effectively.

High attaining pupils are expected to securely master age-related expectations and to demonstrate evidence a deeper learning. This involves the pupil being able to confidently and accurately use and apply their advanced skills and knowledge in a subject to solve problems both in that subject and in other areas of the curriculum.

Consistency of judgements

Skilled moderation of the accuracy of assessment judgements is essential in order to achieve consistency in the quality of our assessments. We promote consistency by:

- Working in close collaboration with colleagues across all Trust schools
- Sharing planning and schemes of work
- Using similar approaches to formative and summative assessment, including using electronic forms of tracking
- Undertaking moderation activities to ensure:

  - agreement in common of expectations linked to curriculum based statements
  - our understanding of age-related expectations and depth

- Agreement of an annual plan for moderation of the accuracy and consistency of assessment in a range of curriculum subject areas as follows:

  - Year 2 and Year 6 – moderation of Teacher Assessment outcomes by Y6 staff
  - English & Maths – twice a year across the Trust – subject leaders
  - Science – once a year across the Trust – subject leaders
  - Wider curriculum – 'in-school' moderation - subject leaders

Review

Our assessment practices continually develop and are closely monitored to ensure that they continue to:

- Reflect the aims of each school
- Encourage the pupils to achieve high standards
- Be relevant and consistent
- Involve pupils
- Be manageable
- Fulfil our statutory obligations

Policy agreed with schools: [   ]   Policy agreed by Board: [   ]

Review date: May 2017

Formal Assessment and Target Setting Cycle

September
Reception Baseline Assessment

Week before October half term
School based target setting information submitted to DSAT

Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning

Week before end of Autumn Term
Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning
- % achieving or exceeding expected rate of progress

Week before February half term
Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning

Two weeks before end of Spring Term
Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning
- % achieving or exceeding expected rate of progress

May
Year 2 and Year 6 National Assessments

Week before May half term
Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning

Four weeks before end of Summer Term
Y1 Phonics Screening check (+ Y2 re-sits)
Teacher assessment submitted to DSAT
- % on track to achieve ARE
- % on track to achieve ARE with deeper learning
- % achieving or exceeding expected rate of progress

GL standardised test assessment in Y1 – Y5 in Reading, Grammar and Maths

DSAT PUPIL ATTAINMENT AND PROGRESS DATA COLLECTION PROFORMA

DATE		SCHOOL NAME			
YEAR GROUP		**NUMBER IN COHORT**		**% of cohort that each child represents**	
CONTEXT	**NUMBER IN COHORT**	**% of COHORT**	**% of in total pupils on track to achieve end of year ARE and ARE with depth (REPORT AT END OF EVERY HALF TERM)**	**% of pupils on track to achieve end of year ARE with depth (REPORT AT END OF EVERY HALF TERM)**	**% of pupils making or exceeding expected progress from September starting point (REPORT AT END OF EACH TERM)**
OVERALL					
BOYS					
GIRLS					
FSM					
Non-FSM					
PP					
Non-PP					
HAPs					
Non-HAPs					
SEND					
Non-SEND					
EAL					
Non-EAL					
CLA					
Non-CLA					
Additional notes (optional)					

Discovery Schools
Academy Trust

DSAT TERMLY PUPIL PROGRESS MEETING REPORT

SCHOOL NAME		DATE	
YEAR GROUP	**OUTCOMES** **(including review of effectiveness of interventions)**	**INTERVENTIONS PLANNED FOR NEXT TERM**	
EYFS			
YEAR 1			
YEAR 2			
YEAR 3			
YEAR 4			
YEAR 5			
YEAR 6			
Additional notes (optional)			