

Assessment Policy

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“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” - Robert Stake

Aims and Principles of Assessment

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment
- establish a consistent and coherent approach to formative and summative assessment
- clearly set out how and when assessment practice will be monitored and evaluated

Our principles of assessment:

- There is always a clear purpose for assessing and the assessment is fit for its intended purpose
- It provides information which is clear, reliable and free from bias
- It is achieved without adding unnecessarily to teacher workload
- It is inclusive of all

This policy is included as part of the induction program for new teaching staff. Assessment practice is constantly reviewed and forms part of staff’s continual professional development.

Assessment approaches

At Duncombe, assessment is an integral part of teaching and learning and it is inextricably linked to our curriculum. We use three broad forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment (Assessment for Learning)

Assessment for Learning (AfL) is at the heart of teaching at Duncombe. Teachers identify how pupils are performing on a continual basis and use this to provide appropriate support or extension (such as corrective activities or enrichment activities to deepen understanding), evaluate teaching and plan future lessons to ensure progress. Pupils are able to self-assess their knowledge and understanding against clear learning objectives and concise success criteria and identify how they need to improve. Pupils’ books should show clear evidence of improvement through AfL. Parents are informed about their child’s strengths and areas for development and how their child can improve.

Duncombe’s approach includes;

- giving feedback for learning (a combination of oral feedback and commentary in books which gives pupils understanding about their learning and the opportunity to respond)
- scaffolded questioning throughout lessons
- self and peer assessment during lessons (against learning objectives and success criteria)
- focused observational assessments
- conferencing with pupils
- regular short recap quizzes
- feedback to parents

In-school summative assessment

Teachers evaluate learning at the end of a unit of work or teaching period. This enables school leaders to monitor the performance of pupil cohorts (at both pupil level outcomes and cohort level outcomes), identifying where actions are needed (such as interventions or supporting teaching staff) to address issues in order to ensure all pupils achieve sufficient progress and attainment. Pupils understand how well they have learned and understood a topic or unit of work. This can feed into formative assessment (above) when used to move pupils' learning on. Parents stay informed about their child's achievement, progress and wider outcomes at key points throughout the year.

Duncombe's approach includes;

- making judgements against curriculum objective statements (recorded as 'statements' on Target Tracker) throughout the year
- end of unit tests
- termly tests in reading, GPS (where relevant to the year group) and maths
- termly writing samples (marked against curriculum criteria and moderated, both in-school and inter-school)
- end of year tests in reading, GPS and maths
- reviews for pupils with SEN and disabilities
- termly 'best fit' judgements made against National Curriculum age-related expectations for core subjects (recorded as 'steps' on Target Tracker)
- Pupil Progress Meetings review the in-school summative assessment
- end of year reports written annually outlining the progress and attainment of each child in relation to the National Curriculum age-related expectations

Nationally standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They enable school leaders to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. Nationally standardised summative assessment will provide parents 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. 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. Nationally standardised summative assessments include:

- Baseline assessments in Nursery and Reception
- Statutory practitioner assessments at the end of the foundation stage (Reception)
- Phonics Screening Checks in Year 1

- National Curriculum teacher assessments at the end of Key Stage 1 (Year 2)
- National Curriculum tests at the end of Key Stage 2 (Year 6)

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Collecting and using assessment

Every day is an assessment day

At Duncombe, teachers continually assess what pupils can do and how well they can do it, using a full range of formative assessment methods. Target Tracker statements provide a tool for recording on-going progress.

Assessment calendar

This policy should be read with reference to Duncombe's assessment calendar which plots all components throughout the academic year. As well as national requirements, this includes three data collection points during the year which are followed by pupil progress meetings and reporting to parents, as well as moderation opportunities (at school level and across local schools).

Throughout the year, school leaders use assessment data to inform strategic decisions for school improvement.

Pupil Progress Meetings

Termly Pupil Progress Meetings provide the opportunity for school leaders to quality assure judgements and monitor the effectiveness of provision. Evidence used to inform pupil progress meetings includes:

- Target Tracker steps (at individual and cohort level)
- Target Tracker statements
- pupil books
- discussions with teachers
- observations and learning walks
- pupil interviews

Pupil progress meetings are integral to ensuring provision is effective. Evidence listed above is used to determine the progress, attainment and needs of individuals as well as particular groups (such as pupils with SEN or Pupil Premium funding) to ensure a narrowing of the gap between all pupils. The effectiveness and impact of provision (quality first teaching as well as interventions) is reviewed; areas for improvement are identified and actions put in place to improve practice and enhance provision. Successes are celebrated and good practice shared.

Additional pupil progress meetings are scheduled with more frequency for key year groups when necessary.

Roles and Responsibilities

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

The Assessment Leader is responsible for updating this policy and the assessment calendar in line with any new developments in the school or nationally as well as facilitating the execution of assessment procedures.

The Headteacher is responsible for ensuring that this policy is adhered to; there is effective assessment practice across the school; standards in core and foundation subjects are monitored; pupil progress and attainment is analysed (individually and by groups); key actions are prioritised to address underachievement; and governors are reported to on all key aspects of pupil progress and attainment (including current standards and trends over years).

Governors are responsible for being familiar with statutory assessment systems as well as how Duncombe's assessment captures the attainment and progress of all pupils. They must hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.