





In order to achieve these stated aims, we believe that it is the entitlement of every child at our school to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Assessment at our school is carried out to achieve the following goals:

- To enable our children to demonstrate and celebrate what they know, understand and can do in their learning;
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their learning attempts;
- To allow teachers to plan work that accurately reflects the needs of each child and close any gaps that may emerge in learning;
- To provide regular information for parents and carers that enables them to support their child's learning;
- To provide the Head of School and governors with information that allows them to make judgements about the effectiveness of the school;

We also strive to ensure that our assessment methods and implementation are well considered and efficient, to ensure that they do not place an unnecessary burden upon the workload and wellbeing of our academic staff.

The assessment leaders at Debden Primary Academy are Matt Hawley (Head of School) and Sarah Bailey (SENCO).

## **2. Policy Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
- Clearly set out how and when assessment practice will be monitored and evaluated;

## **3. Legislation and guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

## **4. Assessment approaches**

At Debden Primary Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.



We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

## 5. In-School Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve;

This is day to day ongoing assessment made up of a repertoire of teaching strategies, based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning. It informs teachers' planning, differentiation and groupings. Some of these strategies include:

### *i. Assessment for Learning*

-Planning for Assessment - Teachers usually share the lesson's learning objective and success criteria with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and where appropriate the criteria against which the work will be judged. Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do and to reveal their misconceptions. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. The following strategies support assessment for learning:

-'Cold calling' – the teacher choosing students to answer rather than asking those with hands up. This enables the teacher to find out what all students know – not only those who are more confident to share their ideas.

-'Everyone answers' - The teacher may also ask all children to answer on a mini-whiteboard to allow them to scan responses and check for understanding.

-AfL task – A short task at the beginning of the lesson to gauge understanding. This may influence the learning direction of the lesson, and a child's score in this check may be compared with an AfL 2 activity at the end of the lesson.

-Knowledge Recall Activities – Quizzes, learning flashbacks, consolidation activities based on prior learning, designed to secure knowledge within long term memory and to inform the teacher of the extent to which learning has been remembered.

**ii. Marking and Feedback** – Research shows that effective feedback is amongst the most powerful influences on learning and achievement (Education Endowment Fund <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>).



It primarily involves enabling students to understand their goals, recognise their position in relation to these goals and comprehend the actions that they can take to progress further towards their goals. This widely-held sentiment is echoed in a multitude of educational research and literature sources (including Black & William, 1998 and Hattie, 1999 & 2007). Conversely, the evidence for extensive written marking, particularly within the primary phase, is not strong.

Our approach to marking and feedback is that:

- A.) The predominant focus of feedback and marking should be to further children's learning;
- B.) Feedback should also help children to develop crucial learning skills, for example reflection, communication and resilience skills;
- C.) Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- D.) Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. This is likely to be verbal feedback. Where appropriate we also use peer and self-assessment strategies (signified by the use of purple pen).
- E.) We utilise whole class feedback journals as our agreed format for making written notes about the strengths, misconceptions, development areas, and next steps regarding children's learning. We do not require teachers to make detailed written comments in children's books. A successful trial of this model indicated a positive impact on pupil progress and a significant reduction in teacher workload.
- F.) Whole class feedback journals should be completed by each class teacher at least once per week in English and maths, twice per half term in science, and at least once per unit in all foundation subjects.
- G.) A 'call to action' should follow every whole class feedback cycle, in which the children edit, improve, redraft or focus upon an aspect of their learning in which they could still develop further. These tasks are signposted with a blue circle in exercise books. ●
- E.) In-the-moment maths and SPAG marking (and in other subjects, where deemed appropriate) may still take place, as these enable a child to recognise if they are making mistakes and correct them;
- F.) Feedback is provided to pupils as part of assessment processes in the classroom and takes many forms other than written comments (mini plenaries/using visualiser);
- G.) Feedback is a part of the school's wider assessment process which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress;
- H.) Extended work in books may be acknowledged by the class teacher in some form. This demonstrates to the children that their learning attempts have been read and are valued.



## 6. In-School Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

*i. Reading, Maths and SPAG (Spelling Punctuation and Grammar)* are assessed on a termly basis using PIRA (reading comprehension), PUMA (mathematics) and GAPS (Grammar, Punctuation, Spelling and Vocabulary) assessment papers. This provides a standardised score for each child, based on how other children nationally (in the same term of the same academic year) have performed on the test paper. As with the SATs assessments, these scaled scores centre on the 'expected standard' being a standardised score of 100.

*ii. Reading Bands.* We also track children's reading bands on a termly basis. Children can move up a reading band if they are able to demonstrate greater than 95% accuracy in their reading fluency, demonstrate the required reading strategies for each stage, and answer a number of comprehension questions about what they have been reading accurately.

*iii. Independent Writing* is also assessed summatively at the end of each full term. Their independent writing from across the term (usually comprised of at least one fiction, non-fiction and poetry piece) is compiled within their writing assessment folders. Writing assessment checklists (aligned with the national curriculum expectations) are used to determine whether a child is working below expectations, towards the expected standard, at the expected standard, or at the greater depth standard. To ensure consistency of standards, internal moderations take place on at least a termly basis, whilst moderations with the other schools within our collaborative cluster group of schools are implemented annually. Note: Reception partake in this process from term 3.

*iv. Foundation Assessments.* The remainder of the subjects in the school are assessed using our range of 'Foundation Assessments' on a termly basis. These assessments have been collectively formulated by our academic team in order to measure children's knowledge and skill development, drawing on the stated intent from our knowledge organisers and skills maps.

All foundation assessments culminate in children receiving a mark out of 15, with the exception of science, in which children score a mark out of 20.

One component is for children to sit test papers, which draw predominantly on their knowledge. These are checked by the subject leader for consistency, and utilise a 'Bloom's Taxonomy' approach to progressively deeper questioning.

The second component is that children are scored against the relevant section/s of the skills maps based on the scales below:

Score (0-5 Scale)	Score (0-10 Scale)	Descriptor
0	0	Does not demonstrate any of the skills in the appropriate section/s of the skills map.
1	1-2	Demonstrates a small minority of the skills in the appropriate section/s of the skills map.
2	3-4	Demonstrates an increasing number of the skills in the appropriate section/s of the skills map.
3	5-6	Demonstrates around half of the skills in the appropriate section/s of the skills map.
4	7-8	Demonstrates most of the skills in the appropriate section/s of the skills map.
5	9-10	Demonstrates all of the skills in the appropriate section/s of the skills map.

The extent to which the subject is assessed using test papers and/or scoring against skills maps is dependent on the knowledge: skills ratio of the subject. The arrangements for each subject are outlined below:

**-Science** (20 marks): 15-mark test paper and 5-marks for 'working scientifically' (using the skills map);

**-History, Geography and Religious Education** (15 marks): One 15-mark test paper.

**-Art and Computing:** 5-mark test paper and the below:

Subject	5 marks for...	5 marks for...
Art	Exploring and Developing Ideas	Making
Computing	Half-term 1 focus area	Half-term 2 focus area

**-French, Music, PSHE and PE:** No test paper. Skills marks awarded as below:

Subject	5 marks for...	5 marks for...	5 marks for...
French	Oracy (Speaking & Listening)	Literacy (Reading & Writing)	Grammar
Music	Listen and Appraisal	Term focus (e.g. singing)	Composition and Performing
DT	Research and Design	Making	Evaluating
PE	Physical (10 marks)		Social/ Emotional Thinking/Strategic
PSHE	Understanding of the particular unit area (knowing).		Displaying the particular skills themselves (showing).

Information from each of these internal summative assessments is stored using the Insight tracking software, to which all academic staff have access. The Head of School and co-assessment leader utilise this information in order to ensure that learning targets are identified and timely interventions are implemented. Teachers also complete regular analysis of these internal assessments, in order to ensure that they (and the teachers who follow them) are able to accurately pinpoint learning strengths and areas for development.

**v. Interventions Tracking:** Progress is monitored every two weeks formatively by those leading interventions and every half-term within our whole school provision map. Progress in interventions is shared with parents termly via consultation meetings/ annual written reports.



## 7. Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Baseline - The Reception Baseline Assessment (RBA) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.
- Early Years Foundation Stage Profile - Children are assessed in the EYFS classes where staff will add information to an assessment profile for each individual. Staff complete an electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document. The teachers make formative assessments throughout the year, based on information they gather from online learning journals, whole class, small group and individual learning. The revised Early Learning Goals requires practitioners to assess at the end of the year against the Early Learning Goals at an Emerging or Expected standards. These are recorded using evidence from Tapestry and practitioner knowledge of the children and their learning. Insights and progress are shared with families across the year.
- Year One Phonic Screening Check - All children in Year 1 will participate in a Phonic Screening Check. This assessment will be administered by the Year 1 teachers. Results are shared with families at the end of the year.
- Year Two Phonic Screening Check - Those children who did not achieve the Phonic Screening Check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.
- Year Four Times Table Check - Children reaching the end of Year 4 are assessed on the speed and accuracy of their multiplication tables recall. The check is comprised of 25 multiplication and division questions which utilise times tables knowledge up to 12x12. The check is online and is administered as per Government guidelines by the Year 4 teacher/s. Families will be informed of results at the end of the year.





- vi. SATs - Children in Year 2 and Year 6 are assessed during May; Year 2 as teacher assessment and Year 6 as both teacher assessment and summative tests. The results of these assessments are shared with the families. Families will be informed if their child has met age-related expectations at the assessment points at the end of Year 2 and Year 6. The following codes will apply:

BLW – Working Below Age-Expected Standards - The child did not score enough marks in the SATS paper for this subject to be awarded a scaled score.

WTS – Working Towards the Age-Expected Standard – The child achieved a scaled score between 80 and 99 for this subject. They have not met the age expected standard.

EXS – Working at the Age-Expected Standard – The child achieved a scaled score between 100 and 109 for this subject. They have met the age-expected standard.

GDS – Working at Greater Depth Standard – The child achieved a scaled score of between 110 and 120 for this subject. In an average year, only around 15-20% of children nationwide achieve this higher standard.

## 8. Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- With colleagues in school during Key Stage and staff meetings
- With colleagues from the local schools and the learning community •
- Through the Great Oak Multi Academy Trust
- By the LA coming in for official external moderation.

All subject leaders study examples of children's work within their subject area. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

## 9. Progress Meetings

Twice a year, teachers meet with the Head of School to consider each child's individual progress. Pupil Progress Meeting forms are completed, which present children's progress (from the last external checkpoint) and learning targets. Children's emotional, social and educational progress is discussed; however Pupil Progress Meeting forms concentrate predominantly on progress in reading, writing and numeracy. If a child's attainment becomes a concern or the child is making slow progress, they are carefully monitored for a term and ensure that high-quality teaching strategies are being used effectively to enhance their progress. Sometimes, diagnostic tests are used to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress. The final Pupil Progress Meeting for the year involves just the current class teacher and the new class teacher. This ensures all records are handed over and that the children are discussed thoroughly with the new class teacher.





## 10. Reporting to parents

Parent-teacher consultations take place in the latter half of the Autumn term and the Spring term. Full written reports are then sent to parents at the end of the Summer term.

In these meetings, a range of assessment data is shared with parents, including:

- *Details of progress and attainment in all subjects and activities forming part of the school curriculum;*
- *Further comments on areas of strength and areas for development;*
- *Comments on more holistic progress, e.g. children's relationships with peers and adults, confidence, etc;*
- *The pupil's attendance record, including the total number of possible attendances for the pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances;*
- *Teacher judgement of the child's learning skills and behaviours;*
- *The results of any statutory examinations taken, by subject and grade.*

Parents are provided with clearly-identified opportunities to respond to written reports. Further consultation meetings may be agreed on upon request.

## 11. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

'High-quality teaching strategies' are utilised for all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, families and external agencies (where appropriate) to plan tailored support, including focused interventions where necessary. More information regarding this is available in our SEN Policy.

## 12. Training

All subject leaders are a part of the local collaborative partnership cluster groups, in which they are able to keep up to date with developments in assessment practice and collaborate with effective partner schools on a termly basis.



Subject leaders are also in regular contact with the respective subject leader from our sister school in the Great Oak Multi Academy Trust.

Subject leaders are provided with at least one teacher CPD meeting slot per term, in which they are able to ensure a good understanding of assessment and assessment practice amongst all teachers.

The co-assessment leaders (Matt Hawley and Sarah Bailey) have responsibility for ensuring that the school remains abreast of the latest advancements in terms of assessment responsibilities, requirements and best practice.

### **13. 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

#### **The Head of School**

The headteacher is 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.

### **14. Policy Monitoring**

This policy will be reviewed continually by the Head of School. Formal reviews will take place at least once every two years, and at every review, the policy will be shared with and approved by the governing board.

All teaching staff are expected to read and follow this policy. The assessment leaders (Matt Hawley and Sarah Bailey) are responsible for ensuring that the policy is followed.

Matt Hawley and Sarah Bailey will also monitor the effectiveness of assessment practices across the school, through:

- Moderation sessions;
- Learning walks;
- Book scrutinies;



-Pupil progress meetings.

## **15. Links with other policies**

This assessment policy works in conjunction with a number of our other policies, including:

- Curriculum policy
- Subject policies
- Early Years Foundation Stage Policy
- Staff Handbook
- SEN Policy