

Assessment Policy

Signhills Academy



Approved by:	Steven Carr	Date: 5 th July 2023
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1. Aims

This policy aims to:

- Make clear our vision of assessment as part of teaching and learning at Signhills Academy
- Provide clear definitions and purposes for different types of assessment
- Provide clear guidelines for the implementation of the policy
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Make transparent the procedures in place for monitoring and evaluating assessment practice.

2. Principles of assessment

We have distinguished between different forms of assessment and their purposes and ensured that we understand the aim of an assessment. We can achieve our assessment aims without adding unnecessarily to teachers' workload.

We use three main forms of assessment at our school:

- Day to day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment.

3. Assessment approaches

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

4.1 In-school formative assessment

What is it? - Day to day, ongoing assessment as part of our teaching strategies based on how pupils meet learning objectives. It is about providing quality feedback to involve pupils in improving their own learning.

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 learning
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Strategy	Purpose
Planning: Identifying objectives to ensure differentiation and progression in delivering our curriculum	Appropriate delivery of our curriculum through weekly plans using teacher assessment to determine next steps in development of activities including support for those who need it and a challenge.
Learning objectives shared with pupils: On flipcharts and discussed at the beginning of each lesson	Pupils to be focused on the purpose of the task in hand so they are involved in their own learning. Ensures teacher are also clear of learning objectives.
Questioning: Many opportunities for valuable question and answer sessions throughout lessons - some carefully planned others in response to children's learning	Assesses knowledge, understanding and skills as the lesson is progressing thus any gaps or misconceptions can be identified immediately and addressed. Good, differentiated questioning allows inclusion and challenge across all pupils.
Self-evaluation and Peer evaluation: Encourage pupils to evaluate their own and peer's achievements against learning objectives. This will be mainly oral at first, and with younger children, but can progress to written. This is an opportunity for our children to reflect positively on the learning.	Places emphasis on the individual to realise their own learning needs and gives them responsibility for their own learning. Means that children can have input into their own future target setting and creates a self-belief.
Marking and Feedback: The quality and timing of the feedback is of importance; it is at the discretion of the teacher whether this is oral or written and when it takes place. Feedback must refer to the task to be useful and ongoing (teachers see appendix 1 for more detail) and must be a two-way process.	Informs children of their successes and also identifies any mistakes and misconceptions so that there is opportunity to provide and discuss strategies for improvement. Quality feedback allows children to become reflective learners and progress further in their attainment of knowledge, skills and understanding.
Target setting: These are to be individual and set between teacher and pupil to be met over time within ongoing areas, e.g. to remember to use capital letters for proper nouns.	Supports in pupil motivation and involvement in their own progress, will raise standards as personal achievement as children take ownership of their learning, helps teachers to stay informed of individual needs and provides record of progress. Evidence shows that it is effective when targets are shared with parents/carers.
Praise: Celebrate children's successes by celebrating their achievements – make clear what is being celebrated with a focus on promoting a positive learning ethos	Ensure celebrate all aspects of achievement – children will become more self-motivated and thus will improve self-esteem which will in turn enable children to achieve success in school.

4.2 In-school summative assessment

What is it? – Snapshot testing to determine what an individual pupil can do at a given time – carried out and assessed within school.

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. To enable the school to demonstrate progress across the year and the school.
- **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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Strategy	Purpose
End of Key Stage 2 SATs (Statutory): Pupils are statutorily assessed at the end of Year 6.	To provide a summative end of KS attainment result. It is a national standard against which children's progress is compared.
Multiplication Tables Check (Statutory): Pupils are statutorily assessed at the end of Year 4 on their quick recall of times tables up to 12x12	To provide a standardised assessment of pupils' knowledge. Allows comparison against other schools.
Summative Assessments (Non-Statutory Tests): Externally produced tests purchased by us to be voluntarily administered. Reading – NTS Phonics - FFT Spelling and SPAG – Rising Stars Numeracy – White Rose	To provide teachers with an opportunity to monitor progress through summative means at three points in the year (assessment weeks at the end of Autumn, Spring and Summer term). This provides information to teachers, SLT, parents and the children's next teacher. Enables us to identify areas for improvement and interventions based on gap analysis. Assessment week followed by PP meetings with class teacher and numeracy and literacy leads to analyse results and plan appropriate targets and support.
Recall of Knowledge Tests: Created by year groups and used at the end of each topic being taught in the non-core subjects.	To establish what the children have learnt and can remember so far – results feed into planning to support key skills and understanding.
Class Tests: Created by year groups and used in day to day teaching (e.g. spelling tests, times tables).	To improve children's skills and recall and to feed into future team planning to support key skills.
Attainment Indicators: NELC assessments for children who are working on a personalised curriculum	To assess progress of children who are not able to be assessed on their year groups objectives. This is a more accurate assessment for when referring to external agencies as it shows small steps of progress.
Writing Assessment: Writing grids of year groups learning objectives – teacher to use these criteria to make professional judgement.	To keep track of progress of writing at 6 points over the year. Areas of development to be fed into planning. Enables moderation opportunities twice a year with schools in our Alliance.

4. Collecting and using data - Roles and Responsibilities.

Teachers are responsible for the delivery of in-school summative and formative assessments outlined with individual pupils, small groups and whole classes depending on the context. Where appropriate outcomes will be shared with pupils as feedback to support their learning. The outcomes of assessment which assess pupil's attainment as **Below** expected standard, **Working Towards** the expected standard, **National** – working at the expected standard, and Working **Above** the expected standard are recorded three times a year. These outcomes will be shared with parents during parent consultations and on each pupil's end of year report. Every half term teachers will create a class map identifying specific areas to focus on based on assessment.

5.1 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 questioning and challenging outcomes
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

5.2 SLT

The senior leadership team is responsible for:

- Ensuring all staff are familiar with current assessment policy and ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Ensuring each class teacher adds data to FFT for ongoing assessment of individual pupil attainment against objectives within the national curriculum for reading, writing and numeracy.
- Analysing pupil progress and attainment, including individual pupils and specific groups who are vulnerable to underachievement. Compare the progress of different groups to help plan to raise standards in any group identified as requiring intervention
- 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Teachers held to account for the progress of the children in their class

The SENCO is responsible for:

- Holding termly SEND review meetings for those pupils on the SEND register – during these meetings, support provided through external agencies are reviewed to ensure that profiles are addressing the key areas of learning.
- Provide support and challenge to teachers to assist them in meeting the needs of their children.

5.3 Subject Leaders

Subject leaders are responsible for:

- Ensuring that all staff are familiar with the assessment policy, practise and guidance for their subject
- Making sure standards in their subject are monitored and that the outcomes of monitoring are used to feed into school improvement work.

5.4 Teaching Staff

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for all subjects
- Keeping up to date with developments in assessment practice
- Inputting individual pupil progress onto FFT tracking tool – use information to set next step targets and inform class maps and intervention groups
- Ongoing assessments outcomes are used to identify gaps in learning to be addressed through team planning to plan teaching and learning strategies that will enable pupils to make good progress and achieve
- Assessments of children's attainment reported to parents at parent consultation meetings and in an end of year report. End of year reports provide the information as per the 'STA: Key Stage 2 Assessment and Reporting arrangements'. These will include:
 - Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
 - Comments on general progress
 - An opportunity to discussing the report with the pupil's teacher
 - The pupil's attendance record including the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of Year 4 children's Multiplication Tables Checks score is reported to parents.
- At the end of Year 6 children's SAT's scores (including scaled score and whether or not they met the 'expected standard') to be issued to parents/carers.

6. Inclusion

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

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.

7. Training

Teachers will be kept up to date with developments in assessment practice through access to appropriate training and resources. All teachers and leaders are responsible for being proactive in staying current in relation to best practice for their areas of responsibility.

8. Monitoring

SLT will take overall responsibility for ensuring that the Assessment Policy is put into practice across the school. Policy and practice will be reviewed regularly with staff. At every review, the policy will be shared with the governing body.

All classroom based staff are expected to read and follow this policy. SLT will monitor the effectiveness of assessment practices across the school, through: in-school moderation, lesson observations, book scrutiny, pupil progress meetings, Alliance moderation.

Appendix 1 – Marking and Feedback Strategies

All marking and feedback strategies must:

- Be a two-way process between teacher and child – whether written or oral – and be regarded by children ultimately as a positive step to improve their learning embedded in every session
- Relate to learning objectives and key skills which have been shared with the children
- Provide opportunity for dialogue between the child and teacher to reflect on learning needs
- Provide recognition and praise for the work that children produce
- Give clear strategies for improvement – sharply focused on securing basic skills
- Ensure time is given for children to reflect and respond
- Inform future planning and individual target setting
- Develop over time to support children to self-assess

Agreed Strategies:

- Mark to the learning objective of the lesson
- Correct spellings, punctuation and grammar if due to lack of care
- Teachers to use a green pen
- Any support given in the recorded work, either as whole class or 1:1, should be stamped with 'Teacher Assisted' or 'TA Assisted'
- Work that meets the learning objective is to be stamped with a 'Target Achieved' stamp
- Corrections/editing in pink pen, except numeracy where in pencil
- Collective responsibility across teaching staff that high expectations are set in the presentation of work – encourage children to take pride in their work including care with handwriting, dates and titles to be underlined with a ruler and work to be completed.

Numeracy specific:

- All calculations to be marked – by self-assessment, peer assessment, teacher or TA
- Where a child has made a number of mistakes, the concept needs to be retaught.
- Where an answer is incorrect through careless mistake, children given the time to find the mistake/s in their calculation and correct this themselves. Working out to be redone rather than the answer being added in or changed
- When children have no errors, there should be a next step challenge to deepen understanding available to them
- Where appropriate (for example in times tables books and morning maths) children can mark own answers, or the calculations of others, as teacher feeds back answers. Children should be encouraged to self-correct calculations when errors have been identified there and then during whole class feedback
- Teachers need to feedback on incorrect number formation and the presentation of work to ensure that children understand the importance of setting out calculations accurately.

Literacy specific:

This is at teacher discretion in line with child's current attainment, the purpose of the activity and any personal target the child has. However, when written marking does take place teachers can use:

- A circle can be used to indicate where punctuation is missing
- A 'p' for a punctuation mistake
- Spelling errors to be underlined and 'sp' added if needed
- Where there are inaccuracies in grammar, indicate with 'gm'
- If tense is wrong, indicate with 'T'
- If a sentence does not make sense, a ? will be written to indicate
- Where teachers would like a child to improve a sentence or paragraph add a *, then a * will be added to the bottom of the children's work for children to improve in pink pen. Verbal feedback to support this editing will be given as required.
- When children are self or peer assessing, they should be encouraged to look for the same things the teacher does and discuss their findings.