Enabling Excellence for Exceptional Futures

Policy name:	Assessment Policy
Policy group:	Learning and Teaching
Policy status:	Compliance
Linked REAch2 policy(ies)	Compliance- this is the REAch2 Assessment Policy
Policy owner:	Gemma Jackson- Head Teacher
Written/ Adopted/ Reviewed on:	Adopted: February 2020
Review date due:	September 2022 (or earlier if revised by REAch2)

Assessment Policy 2020-2021

Audience:	Parents School staff (in particular teachers and leaders) Local Governing Bodies
Approved:	Executive – July 2017
Other related policies:	Teaching and Learning, Curriculum, Core Subjects, Special Educational Needs, Marking and Feedback
Policy owner:	Gill Ellyard, Director of Education
Policy model:	Compliance: all REAch2 schools use this policy
Review:	In 2 years or more frequently if national policy requirements change or if our continuous review (see last section) finds that significant changes are needed
Version number:	2.0 (July 2017)

REAch2 Assessment Policy

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity	We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
Responsibility	We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
Inclusion	We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
Enjoyment	Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
Inspiration	Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
Learning	Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
Leadership	REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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POLICY OVERVIEW

Overarching Principles

REAch2 have developed a set of milestones in reading, writing and maths that children are expected to meet by the end of their age related school year. Taken together, the milestones are a 'summative' collection of what skills, knowledge and concepts a child working at age related levels should have acquired by the end of the year. It is by no means the full range, breadth or depth of what a child should have learnt and mastered.

Both attainment and progress assessments are made by teachers using their professional judgement but these must stand up to rigorous scrutiny by leaders and moderation with colleagues within and across schools. All REAch2 schools will be expected to participate in cross school moderation, with regions and clusters, to quality assure their judgements on attainment and progress. Details and dates of the moderations are provided by Directors of Education.

Intended impact

Ultimately, this policy is designed to secure high quality, reliable and consistent assessment of pupils' learning outcomes:

> *'The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.'*
> ***Final report of the Commission on Assessment without Levels – Sept 2015***

Using the principles and processes of assessment, we aim to:
- recognise the achievements of pupils and identify any areas of development;
- inform pupils of their progress and next steps;
- guide planning, teaching, additional support, curriculum development and resources;
- inform parents and the wider community of pupil achievement;
- provide the Head Teacher, governors and Regional Director with information that allows them to make judgements about the effectiveness of the school;
- provide information to ensure continuity when the pupil changes school or year group;
- comply with statutory requirements.

Attainment and progress will be evident and measurable in books and through discussions with the children. The assessment system is designed to avoid teachers pushing children to accelerate progress in a linear fashion and ensure that all children access a suitably broad and deep curriculum experience, getting rich opportunities to apply their skills, knowledge & understanding across a wide range of contexts and challenges.

Many of our schools experience high mobility amongst pupils and therefore our schools carry out a baseline assessment of any child joining the school mid-year. This will take place within the first four weeks of a child joining the school. This data can then be used to inform teaching and learning and also to make accurate judgements on progress from the mid-year starting point.

Roles and responsibilities

- Pupils will do their best and focus on their learning, not our assessment of it
- Parents/carers will support their child's learning and engage with their class teacher on his/her achievements so far and next steps to progress further
- REAch2 teachers will actively engage with training, support and moderation for assessment in order to be assessing pupils' achievements accurately and with confidence
- REAch2 school leaders will support and challenge teaching staff in their assessment practices and judgements, including through regular training and school, cluster and regional moderation
- REAch2 local governors will support and challenge the school leadership by scrutinising in-year achievement data including for different year groups and groups of pupils, and by triangulating this data with other evidence e.g. through book looks
- REAch2 regional and central teams will provide support and interventions to schools where assessment practice/judgements are not yet entirely robust, will coordinate moderation at cluster, regional and Trust level, will report to Regional Boards and Trustees on schools' end-year targets and in-year data and will keep this policy under review.

How this links to national guidance & requirements

A national system of assessment is no longer available, instead schools have the freedom to make professional judgments on how children are learning and developing the, skills, concepts and acquiring the knowledge within the more challenging National Curriculum introduced in 2014.

The curriculum requires that children are able to independently access the skills taught in year groups across a wide range of contexts. They are revisiting and deepening their understanding of what they have learnt, improving their ability to apply learning in as many different ways as possible. All children will have the opportunity to master the full breadth of the curriculum for their year group and should not be pushed to their next stage of learning too early.

More information is available from https://www.gov.uk/government/organisations/standards-and-testing-agency and www.gov.uk/government/publications/eyfs-profile-exemplication-materials

Key definitions

'Attainment' is what a pupil or pupils is/are achieving at a particular point in time.

'Progress' is the improvement a pupil or pupils has/have demonstrated over a given period.

The available judgements of attainment and progress within the REAch2 assessment model are outlined and defined on pages 6-7.

'Formative assessment' is where the assessment of a pupil or pupils' attainment and/or progress directly shapes and impacts on the teaching, learning and support provided – an on-going cycle of adapting practice to take account of what has worked/been achieved so far. Examples of formative assessment activities are given on the next page.

'Summative assessment' is the overall assessments of a pupil or pupils' attainment and/or progress typically at the end of a project, topic, term or year. Examples for summative assessments are given on the next page.

POLICY PRINCIPLES IN DETAIL

Forms of assessment and their purpose

REAch2 schools use three broad forms of assessment, each with its own purpose.

1. Day-to-day in-school **formative** assessment, for example:

- Question and answer during class
- Quality next step marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Peer review, marking & feedback

Day to day in-school formative assessment has different purposes for different stakeholders:

- **For pupils:** helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve
- **For parents:** provides them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve
- **For teachers:** is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- **For school leaders:** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

2. In-school **summative** assessment, for example:

- End of year assessments
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities
- Spelling tests

In-school summative assessment has different purposes for different stakeholders:

- **For pupils:** provides them with information about 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 continue to improve.
- **For parents:** can be reported to them to explain the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
- **For teachers:** enables them to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.
- **For school leaders:** enables them to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally **standardised summative assessment**, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics Screening Test in Year 1 & Year 2

Nationally **standardised summative assessment** has different purposes for different stakeholders:

- **For pupils and parents:** to provide information on how pupils are performing in comparison to pupils nationally.
- **For parents:** to provide them with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
- **For teachers:** to help them understand national expectations and assess their own performance in the broader national context.
- **For school leaders and school governors:** to enable them to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Assessment in Early Years Foundation Stage (EYFS)

On entry to school (whether Nursery or Reception), children are both formally and informally assessed in order to ascertain how they compare to age related expectations, in line with the stages within Development Matters in the Early Years Foundation Stage. This runs alongside the teachers' daily informal observations to build up a complete picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs.

Over the course of the year, all staff in the EYFS contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child initiated tasks and also on teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes on post-its, annotated photographs, videos, children's work in their Literacy or Numeracy book, phonics assessments, daily reading records, extended focused observation notes and on an electronic or paper learning journal which also tracks progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the picture for individual pupils and classes with particular attention to certain groups such as summer born children, disadvantaged children and boys/girls. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFS Profile (EYFSP) is completed and the judgements are reported to parents, the Trust and the Local Authority. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,
- The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
- Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically. Each child's developments and achievements are recorded in the EYFSP. There are 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning.

For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within

the school, with other REAch2 schools and also as part of Local Authority moderation clusters.

Assessment in Key Stages 1 and 2

Within the REAch2 assessment model, pupil achievement is assessed through close review of their work in books and is based on teachers' judgements which are moderated within school, across clusters, across the region and across the Trust.

Children's **attainment** is assessed against five judgements:

- **Working Towards** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.

- **Aspiring to Meet** – Children are accessing the expectations of their chronological year group, however are deemed not to be On-Track to meet expectations fully by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.

- **On-Track to Meet** – Children are On-Track to comprehensively attain the skills, knowledge and understanding of the assessment criteria by the end of the year.

- **Met** – Children demonstrate they have met the Skills, Knowledge and Understanding of the assessment criteria required for their specific age group.

- **Greater Depth** – Children are judged as working at 'greater depth' when they are able to transfer and apply their knowledge and learning in different contexts. It is also where children can explain their understanding to others.

Children's **progress** is assessed as one of the following judgements:

- **No Progress**
- **Limited Progress**
- **Expected Progress**
- **Better than Expected**

IMPLEMENTATION IN PRACTICE

Tools and guidance

In line with the recommendations in the 'Final report of the Commission on Assessment without Levels - September 2015', REAch2 has developed supporting materials for the assessment process, including:

- a set of milestones for each year group in Oracy, Reading, Writing and Maths;
- detailed attainment and progress grids for each subject area for each year group, including assessment information for the teacher to use to inform their future planning of next steps (formative);
- overall judgements which can be more summative (for example at the end of every half term), to enable senior leadership teams to track progress across the school;

Tracking and reporting

All schools in REAch2 are expected to use the Arbor system for tracking children's attainment and progress and for setting annual targets. This enables standardised, comparable data across the Trust. Judgements are made each half term on children's attainment and progress as per the REAch2 assessment programme. The Arbor system provides a range of reports to aid data analysis and enables us to access and analyse the data at school, regional and Trust level, including by our non-executives at each of those levels who provide scrutiny and challenge.

The following data is uploaded by schools on a half-termly basis:

- GLD and progress towards the Early Learning Goals
- Phonics tracking – EYFS, Year 1 and Year 2
- Key Stage 1 and 2 – Oracy, Reading, Writing and Maths attainment and progress

It is expected that all schools will use the data reports produced by Arbor to fully analyse the school's data and share the outcomes with a range of audiences.

Review and continuous improvement

A working group of Senior Leaders and Assessment Co-ordinators from individual schools, together with Trust Associate School Leaders, will review the assessment system each term, along with the reports produced by Arbor, to ensure that any required developments are made in an appropriate and timely manner.