



Assessment Policy

MAT Policy updated:	2021
Review Frequency:	
Next review date:	2023

Assessment rationale:

Assessment forms the foundation of all areas of learning. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear. By using a continuous process of assessment, staff are able to plan and deliver lessons in a way that is most effective for all children, thereby raising academic standards.

At Greenways Primary Academy, we use two types of assessment - formative and summative.

Assessment for learning (formative assessment)

Assessment for learning focuses on how children are learning and is central to daily classroom practice. By understanding what children know, planning can be adapted to either scaffold or challenge learners and to stretch or support them throughout further lessons. Teachers assess and track progress through the learning objectives, questioning, observations, 'the steps to success' criteria and through marking/feedback from pupil response. Open tasks allow children to demonstrate disciplinary knowledge (how a child can use and interpret the information they know as well as discussing the validity of claims, or to know-how).

Self-assessment is also important for all children. This happens regularly throughout lessons and in a discussion with the class teacher during termly pupil-teacher target setting sessions in KS2.

Assessment for learning (formative assessment)

Assessment for learning draws on the cognitive principle that pupils are more likely to remember knowledge if they practise retrieving that knowledge over extended periods. This is known as the testing effect. It involves pupils recalling information successfully from long-term memory into their working memory. For example, low stakes quizzes give teachers an idea as to how well substantive knowledge has been acquired and supports children to know more and remember more.

Examples of low stake quizzes:

- Multiple choice quizzes
- Quick quiz – answers in book
- Keyword definitions
- Vocabulary tests/spelling tests
- Labelling a diagram from memory
- Recalling key facts/dates/people from memory
- Hinge questions

To be most effective, research shows that retrieval practice should always be followed with feedback so even incorrect answers can be correctly retrieved in the future. Each retrieval practice should take place over extended periods of time.

There are now some studies showing the success of this approach in classrooms. They show that young children benefit from guided retrieval practice. For example, adding knowledge to partially completed concept maps was more effective than free recall.

At Greenways Primary, our formative assessment tools consist of:

- Marking and Feedback using a consistent marking policy across the academy
- Questioning in lessons to gain a further understanding of what children know and understand to develop this further
- Self-assessment and peer critique is embedded in our practice
- Peer critique feedback forms
- Post-it notes
- Observations of children learning
- 1:1 discussion with KS2 children who are also involved in target setting
- Target cards are evident in children's books for maths, writing and reading
- Group/1:1 work
- EvidenceMe in EYFS
- Verbal feedback to children when questioning in class
- Accelerated Reader for reading years 2 -6. Children taking quizzes to show understanding of reading comprehension.
- Children carrying out corrections during lessons in a purple pen, which allows staff to immediately see level of understanding and outcome for individual pupils.

Assessment of learning (summative assessment)

This involves judging pupils' performance against the national age-related expectations. Teachers form these judgements at the end of each term using a combination of tests, mark sheets, book monitoring and moderation. Subject leaders and the senior leadership team are part of the moderating and book scrutiny process.

At Greenways Primary, our summative assessment tools consist of:

- Half termly maths Assertive Mentoring tests with pupil record sheets
- STAR Maths assessments termly
- NFER reading assessments termly in KS2
- Diagnostic and end of unit assessments for Science
- Accelerated Reader STAR baseline assessments for reading in Years 2-6
- Benchmarking tool kit for reading EYFS & Year 1
- Writing is assessed at the end of a sequence of lessons for a specific genre using a format to ease staff workload
- EvidenceMe in EYFS
- Standardised Assessments to monitor progress of children with SEN – Salford (reading), Sandwell (maths), HAST (spelling), BPVS (vocab), Boxall Profiles (SEMH needs)
- Core Knowledge Overviews for history and geography learning
- Weekly spelling tests and times tables
- Termly reviews of SEND pupils via Pupil Passport reviews

Years 2 and 6 use the interim assessment framework which is used in conjunction with the SATs to make an end of year assessment; whilst EYFS use the Early Years Statutory Framework; Year 4 use the Multiplication Table Check; and Year 1 use the phonics screen to form a wider view of a child's understanding. There are no statutory assessment points in Nursery, Year 3 or Year 5.

We aim to avoid common assessment pitfalls, by:

- planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).
- drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).
- choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.

We teach prerequisite knowledge, by:

- pre-teaching key vocabulary.
- structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).
- prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.
- monitoring pupil work during lessons, including checking for misconceptions.

Teachers provide high-quality feedback, by:

- focusing on specific actions for pupils and providing time for pupils to respond to feedback.
- appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains, or the age of the child).
- scaffolding self-assessment by sharing model work with pupils, highlighting key details.
- thinking carefully about how to ensure feedback is specific and helpful when using peer, or self-assessment.

Leaders and teachers make marking manageable and effective, by:

- recording data only when it is useful for improving pupil outcomes.
- working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback, or well supported peer and self-assessment).
- using verbal feedback during lessons in place of written feedback after lessons where possible.
- understanding that written marking is only one form of feedback.
- reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).
- prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking.

Pupil Progress

Half-termly pupil progress meetings allow for pupil-focused, in-depth discussions and the sharing of best practice ideas. Interventions classified as tier 1 (high-quality teaching for all), tier 2 (targeted academic support) and tier 3 (wider strategies) are discussed as a group, and then planned to maximise progress for all children. By ensuring all children are making an expected level of progress

in line with the academy curriculum, teaching can be more responsive to class needs allowing all children can succeed.

Data Recording System

Through the use of DCPro, our termly summative data is tracked to monitor pupils acquisition of knowledge and whether they will meet age related expectations at the end of the academic year. Staff use a combination of formative and summative evaluations to make professional judgements regarding individual pupil performance and knowledge acquisition in all core subjects and all non-core subject areas.

Statutory Assessment Points

At key points throughout a child's learning journey, they will complete statutory assessments to evidence their learning against key descriptors and the National Curriculum aims. Below are a list of all of the key statutory assessments that your child will encounter throughout their journey at Greenways Primary Academy.

- **Reception baseline** provides an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created
- **EYFS Profile**, in relation to Development Matters, tracks children's attainment against the Early Learning Goals at the end of Reception.
- **Year 1 Phonics Screen** to assess children's ability to decode words using segmenting and blending strategies.
- **Year 2 Phonics Screen resits** to assess children's ability to decode words using segmenting and blending strategies if they did not pass the Y1 screening check.
- **Key Stage 1 SATS Tests** and Teacher Assessment at the end of Year 2. Children will sit tests in English Reading and mathematics. Staff will also record a teacher assessment judgement for reading, writing, maths and science to reflect each child's attainment against age-related expectations at the end of Year 2; this is reported to parents at the end of Year 2 using the outcomes from the KS1 tests to help inform teacher assessment judgements.
- **Year 4 Multiplication Times Table** check to ensure sure that the children's times tables knowledge is at the expected level.
- **Key Stage 2 SATS Tests** in English reading, GPS (grammar, punctuation and spelling) and mathematics. A teacher assessment will be made for English writing, using evidence from writing outcomes. Children will receive a raw score, and a scaled score, for English reading, English grammar, punctuation and spelling and mathematics. This will state whether they have met the national required standard and compare their progress with progress of peers nationally. A scaled score of 100 will be an expected score to show that national standards have been met. Further to this, teacher assessments will be made for reading, writing, maths and science in relation to children's attainment compared to national expectations.

Reporting to parents

Parents at Greenways Primary receive communication in the following ways:

- Termly targets for reading, writing and maths
- Two face-to-face parents' evenings
- Termly attitude reports which allow parents to monitor their child's attendance as well as behaviour and attitude in the academy
- End of year report which includes written comments from staff in all core subjects; details of achievement in all subjects; attendance; attitude report; and a general comment
- EYFS – EvidenceMe reports emailed home

- Phonics results for year 1 parents and any retakes in year 2
- Year 2 SATs data
- Year 6 SATs results

Inclusion

The principles of this assessment policy apply to all pupils. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support or 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 will take account of 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.

Monitoring

This policy will be reviewed biennially by members of the SLT. At every review, the policy will be shared with the board of trustees.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of assessment practices across the academy, through:

- Formal lesson observations
- Discussions with the class teacher
- 'Drop-in' observations
- Monitoring of pupils' books
- Pupil discussions
- Monitoring of assessment tools and pupil progress meetings
- Tracking of DCPro
- Cross school moderation

Links with other policies

This assessment policy is linked to:

- Marking and Feedback Policy
- Teacher Handbook
- SEND Policy
- Teachers Pay and Conditions