



Assessment Policy

2019-20

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (on-going assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

What does assessment look like in our school?

We believe progression in learning is not simply a matter of ticking off what pupils can do. Instead we want to know how **well** our children can do things, their fluency and their depth of understanding. Therefore we think it is important to track two things:

- a) the breadth of learning (i.e. how many examples of learning we can see)
- b) the depth of learning (i.e. the fluency of pupils, how well they apply knowledge and skills and their depth of understanding).

Therefore, depth of learning is central to our assessment system. Progress is not simply a matter of being able to do more things. It is about increasing levels of challenge, decreasing levels of support and increasing quantity of learning.

Effective teaching sequences allow children to progress in their learning through a basic, advancing and deep level. The table below explains Basic, Advancing and Deep (BAD) learning in more detail.

Depth of Learning	Challenge	Teaching	Support	Typically pupils will...
Basic	Low level – involves following instructions	Modelling Explaining	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions. Use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of challenge, involves mental processing beyond recall. Requires decision making.	Reminding Guiding	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

Deep	Challenge is complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification for answers.	Coaching Probing Deep Questioning	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.
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It is expected that the vast majority of children will reach at least an Advancing stage at the end of each taught objective. However, we expect that for certain areas of learning, children will learn to a Deep level.

At Francis Askew, we assess the above levels of understanding in three ways: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

1. *Day-to-Day in-school formative assessment*

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress (for example, from advancing level tasks to deep level tasks). In this way, it supports teachers to provide appropriate support (intervention activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

2. *'In-School Summative Assessment'*

In-school summative assessments are used to monitor and support children's performance at key times throughout the year. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments also inform parents about achievement, progress and wider outcomes. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes support teachers in planning for subsequent teaching and learning. In-school summative assessments are also used at whole school level 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.

A range of 'In-school-summative assessments' are used including, for example.

- End of term tests
- Reviews for pupils with SEN and disabilities
- Termly monitoring - assessment relating to the National Curriculum age related expectations for Reading, Writing, SPAG, Maths and Science.
- FLiC online assessments made against end of year progressive objectives for the Foundation Subjects
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

3. *National standardised summative assessment*

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. 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.

A range of 'Nationally standardised summative assessments' are used:

- Early Years outcomes in Foundation 2

- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- Multiplication Tables Check in Year 4
- National Curriculum tests at the end of Key Stage 2

Training for staff

After joining the school, all teachers are provided with a copy of this policy and it forms part of the induction program. In all staff meetings and training, there is an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of Excel spreadsheets and FLiC will be given.

Continuing professional development may take various forms, including the provision of direct face to face training and online training. The Assessment Co-ordinator ensures that best practice is shared and endeavours to keep up to date with latest research. The school, in making use of external assessment systems, continually reviews and evaluates them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

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