

## **ASSESSMENT POLICY**



Refer also to the following documents, all added as Appendices: *Feedback & Marking Policy, Assessment in Early Years, Assessment in Mathematics, Assessment in English and Assessment in Foundation Subjects*

### **1. Introduction**

Assessment at Grangetown Primary School is an integral part of teaching and learning. This policy outlines the purpose and management of assessment across all phases of the curriculum.

### **2. The Purpose of Assessment**

Assessment is a continual process which is used to:

- measure, document and track the learning progress, skill acquisition and educational needs of children
- inform planning, providing the teacher with evidence to plan appropriate teaching strategies and next steps in children's learning
- promote pupil achievement
- raise standards
- provide detailed information about a child's areas of strength and areas for development and provide diagnostic evidence by which further support can be planned.

### **3. Roles and Responsibilities**

- Class teachers are responsible for the assessment of the children in their care on a daily basis.
- Key Stage Leaders (SLT) continually monitor, promote, develop assessment practice across their Teams, and evaluate the outcomes of assessment on a termly basis
- Subject Leaders are responsible for monitoring assessment in their area.
- The Deputy Headteacher / SENDCo alongside the class teacher, is responsible for the monitoring of assessment of vulnerable groups and children with Special Educational Needs.
- Children are encouraged to play a part in their own assessment, by reflecting upon their work and identifying ways in which they could improve.

### **4. Forms of Assessment**

#### **4.1 Formative Assessment**

Formative assessment takes place on a daily basis during teaching and learning and allows teachers to:

- assess children's knowledge, skills and understanding
- identify gaps in knowledge or misconceptions
- provide appropriate support, intervention or challenge
- identify when children are ready to progress
- evaluate their teaching in order to plan next steps in sequences of lessons.

Assessment is vital in moving learning forward and in supporting next steps in learning. In this respect assessments carried out on a daily basis within, and at the end of lessons are paramount to ensuring progress and achievement. The key elements of effective formative assessment are:

- assessment being done with pupils, rather than being done to them
- a clear, specific objective and focus for the lesson
- the possible use of a checklist or aid memoire, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- opportunities for paired and group discussion
- self-assessment and peer assessment
- planned interventions used to support next steps based upon outcomes
- oral feedback given in 'mini-plenaries' throughout the lesson which provide opportunities for teachers to point out next steps in learning and discuss how individuals can improve.
- end of lesson plenaries being used to review what has been learnt and develop pupils' understanding of the learning process and how it is possible for them to improve
- marking and feedback.

#### **4.2. In-School Summative Assessment**

Summative assessments are carried out periodically at certain points during the year to measure pupil achievement and attainment. This may be at the end of a unit of work, end term or end of the year. These are used to

- assess the progress and attainment of individual children and identified groups of pupils
- track the progress of cohorts or identified groups e.g. gender, SEND, vulnerable groups
- inform parents of their child's progress and attainment during parent/carer consultations
- inform governors of achievement against the EYFS Curriculum or National Curriculum.

#### **4.3 National Standardised Summative Assessment**

National standardised assessments are used to provide information as to how our children are performing in comparison to children in similar schools and in comparison to children nationally. A range of summative assessments are used:

- Reception Baseline Assessment – this is completed in the first six weeks of children entering school
- Year 1 Phonics Screening Check. This test is administered in school by the class teacher in summer term. The results are shared with parents & carers and the Local Authority
- National Curriculum Key Stage One teacher assessments. At the end of Y2, children will be assessed by the teacher in reading, writing, mathematics and science. They will also sit a test in reading, one in spelling and one in mathematics. These assessments are administered in school by the class teacher during the month of May. Results are reported to parents & carers and the Local Authority
- Year 4 Multiplication Tables Check. This is a timed test, administered in school by the class teacher during June. Results are reported to parents & carers and the Local Authority
- National Key Stage Two Assessments. At the end of Y6, children will be assessed by the teacher in reading, writing, maths and science. During an allocated week in May, they will also sit a test in reading, one in grammar, punctuation & spelling and one in mathematics. Results are reported to parents & carers and the Local Authority

## **5. EYFS**

All staff in Early Years Foundation Stage use our 'ranges documents' to track progress and attainment. This has been developed using the 'Birth to Five Matters' document to make assessment judgments in all areas of learning. Pupils in EYFS will undertake a Baseline Assessment on entry to Little Butterflies, Nursery and Reception and progress will be measured half termly and on exit at the end of the year.

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journey's to gain an understanding of the whole child and where they are at. During the first half term in Little Butterflies, Nursery or Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The RBA (Reception baseline assessment) are also carried out during Autumn 1.

The RBA (Statutory Reception Baseline Assessment) focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Staff in Reception carry out a language intervention (NELI) for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. This intervention has its own assessment criteria. Reception staff use this to track attainment and progress.

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgments through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded to Tapestry, our online learning journal.

Phonic assessments are carried out using the 'Monster Phonics' tracking and assessment system. This is carried out every half term to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

Assessments are completed six times per year and shared with parents during termly parent-teacher consultations. Our ranges documents are used to highlight what the children can do. Teachers complete a 'progress and attainment analysis' which details progress and attainment of all children including groups such as Ever 6. Key gaps in learning are highlighted with the interventions that will take place in the following half term. In Summer Term 2, the EYFS Profile is completed where the teacher judges whether the child has met each of the 17 ELG's. They will be assessed as either 'emerging' or 'expected.'

## **6. Attainment and Achievement**

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that a more able pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving
- a low attaining pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but that they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding

## **7. Special Educational Needs**

Children who have identified SEND, or who are not working at age related expectations, are assessed at the year group/level in which they are working at. If children are working more than two years behind their expected level, then PIVATs is used. This is a planning and assessment tool which breaks down curriculum objectives into smaller steps. These children will often be assessed more regularly, as smaller steps are required to ensure they reach the learning outcomes. Adjustments are made to assessment tasks and activities are adjusted accordingly in order to ensure that all children are able to access these. Additional support can be applied for during national summative assessments for children with SEND, including additional time being offered, or the use of a scribe.

## **8. Tracking Pupil Progress**

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here. The purpose of tracking pupil performance is to:

- ensure that teachers always know the point that a pupil has reached in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- set end of term and end of year targets
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.

Every pupil's academic performance will be recorded on the school's agreed system. A picture of a pupil's progress over time, and their rate of progress during a particular term or year, can be established. The assessment recording and tracking system will assist school leaders to:

- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils on a needs related basis
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil

## **9. Termly Recording and Reporting**

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a termly analysis of pupil performance and allow appropriate intervention to take place. Teachers carry out ongoing assessments throughout the year, within and at the end of units of work. All teachers report and discuss the progress of pupils with members of the Senior Leadership Team at the following times:

Pupil's progress is highlighted using National Curriculum year group grids using a wealth of evidence gained from ongoing formative as well as end of unit or end of term summative assessments.

In using these materials we aim to ensure that:

- teachers are equipped to make sound judgements about pupils' attainment
- teachers can plan next steps to secure pupil progression

- teachers can plan intervention for any pupil requiring additional support

The performance of different groups will be analysed by the Senior Leadership Team as follows:

- disadvantaged children including those eligible for pupil premium funding via free school meals
- gender
- pupils who speak English as an additional language
- pupils identified as having any Special Educational Needs
- cared for children and adopted pupils.

## **10. Communicating Information about Pupil Progress to Parents**

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will follow the practices listed below:

- Offering termly parent consultation meetings
- Reviewing of Individual Support Plans for children with identified Special Educational Needs (at least termly) and annual review of EHCPs.
- Offering additional, informal meetings, by appointment on the request of parents/carers or teachers
- Issuing an annual school report during the second half of the Summer Term.

## **11. Formal reporting to parents**

Whilst parents will be informed of their child's progress in termly parent consultations, schools also have a statutory duty to compose an annual written report to all parents.

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29.4.22

## Appendix 1: Feedback & Marking Policy

### Feedback & Marking Policy



#### 1. Introduction

At Grangetown Primary School we recognise the vital importance of feedback (verbal, written) as part of the teaching and learning cycle. By using feedback wisely and skilfully, we support children in their next steps in order to ensure they make progress in their learning.

#### 2. Aims

In our feedback, we

- Value each child as an individual so that they can develop their own potential through an active role in their own learning
- Provide consistency and continuity throughout the school so that children can have a clear understanding of teacher expectations
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue with the children which will aid their progression
- Improve standards by encouraging children to give their best and edit and improve on their work
- Through teacher feedback we aim to encourage children to take responsibility for their own checking / correcting / editing and re-drafting

We believe that the focus of feedback and marking should be to further develop children's learning. We also understand that all children will respond to feedback in different ways, therefore, teachers will use their judgment to decide which method of feedback is most beneficial for each individual child. At Grangetown we believe that feedback has maximum impact when given within the lesson or as soon as possible after. Teaching and interventions are geared to providing immediate feedback. All pupils' learning is reviewed by teachers at the earliest appropriate opportunity so that it can impact on future learning.

Our feedback and marking will enable teachers to:

- Plan the next steps in teaching and learning
- Monitor children's progress and to diagnose what has not been understood to inform future planning
- Make judgements about pupils' attainment, particularly relating to National Curriculum assessments
- Inform individual, class and whole school assessment and planning
- Identify if work has errors which children need to correct or if there are misconceptions which need to be addressed by teachers
- Provide opportunities for questioning which deepens children's learning.

### 3. Feedback and marking in practice







It is vital that teachers evaluate the work that children undertake in lessons and that this is an interactive and developmental process. However when feedback is provided, it is important that it is first and foremost for the benefit of the individual child. Feedback occurs in these ways:

1. Immediate feedback- at the point of teaching
2. Summary feedback- at the end of a task/ lesson
3. Review feedback- after the point of teaching

Type	What it looks like
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, questioning etc.</li> <li>• Takes place in lessons with individuals or small groups often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• Sometimes peer assessment provides opportunity for immediate improvement of work</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include arrow work for challenge, support or scaffolding</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a task, activity or lesson</li> <li>• Involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take the form of self or peer marking (including the use of traffic lights to self assess)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place after teaching/ lesson</li> <li>• May include arrow work for challenge, support or scaffolding</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• May lead to changes in planning, future lessons and teaching sequences</li> <li>• Could result in children being identified for immediate interventions</li> <li>• Completion of whole class feedback sheet and marking codes recorded in child's book</li> <li>• EYFS &amp; KS1 to annotate phonics and spelling planning</li> <li>• Time built into lessons and activity sessions for children to reflect on and respond to feedback</li> </ul>

#### **4. Marking code**

During the review process we use marking codes to show the level of support given and to see whether children met the learning objective. The intention is that minimum teacher time should lead to maximum pupil outcomes. The codes are set out below.

<b>Annotation</b>	<b>Meaning</b>
	Work which demonstrates that a pupil has met the learning objective, demonstrated a particular skill or achieved the intended outcome.
	Work which demonstrates that a pupil has partially met the learning objective, demonstrated a particular skill or achieved the intended outcome or required some additional support. It may demonstrate that work displays an error or misconception.
	The child has not met learning objective and work requires further intervention.
CPA	*Only used in Maths* Concrete- using practical resources Pictorial- using pictures to represent concepts Abstract- using mental and formal written strategies The main method used will be circled
TS	Support given by a teacher
TAS	Support given by a teaching assistant
	Indicates further challenge or support

#### **5. Whole class feedback**

During the review stage class teachers will complete whole class feedback sheets for English and Maths. The purpose of this is to gather information about how well the class has met the learning objective, any misconceptions and to inform future learning and planning. Misconceptions are addressed with individuals, small groups or whole class. Where children have met the learning objective, next steps are identified to master the approach.

All work is read by the teacher and acknowledged by an annotation from the marking code. Because of the focus on feedback, children are expected to respond and make changes to their work. In KS2 children respond to verbal feedback using polishing pens on a regular basis. In KS1 children respond to verbal feedback using pencils, however following an extended piece of writing children will also use polishing pens with support.

***The feedback sheets are as follows:***



## **EYFS Feedback & Marking**

Date:

Area of Learning:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Immediate corrections</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Steps and interventions</b>

## KS1 Feedback & Marking

Date:

Subject:

Objective/Activity:

<b>Work to praise and share</b>	<b>Needed support</b>
<b>Challenge</b>	<b>Intervention</b>
<b>Misconceptions</b>	<b>Basic Skills</b>
<b>Other</b>	<b>Next Lesson Notes</b>

## **KS2 Feedback and Marking**

Date:

Subject: English

Objective/Activity:

<b>Work to praise and share</b>	<b>Immediate Intervention</b>
<b>Required Support Within Lesson</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>	
<b>Other</b>	

**KS2 Feedback and Marking**

Date:

Subject: Maths

Objective/Activity:

Work to praise and share	Immediate Intervention
Required Support Within Lesson	Level of Challenge
Misconception & next lesson notes	
Other	

<b>Monster Phonics Feedback</b>	
Date:	
Focus:	
<b>Recall</b>	<b>HF &amp; CEW</b>
<b>Application</b>	<b>Misconceptions</b>
<b>Intervention</b>	<b>Next Steps</b>

Policy drawn-up in discussion with staff, by L. Russell, L. Millican, S. Hunter, N. Stabler & V. Hanlon - SLT - July 2018

Implemented - Autumn 2018

Reviewed and Updated September 2020 and again in May 2022, in discussion with class teachers and TAs.

## **Appendix 2:**

### **Assessment Statements for EYFS, English, Mathematics and Foundation Subjects**

#### **Early Years Foundation Stage - Assessment in Early Years**

We use our observational assessments to inform our planning and teaching. We assess the children daily and make ongoing changes to our planning to meet their needs.

We use an online learning journal called 'Tapestry' to document the children's learning and progress. Photos and videos are taken with comments made about what the children are doing. Links to learning are then made by all staff using the Birth to Five matters statements. We carry out more formal assessments every half term. This is assessed against our in school 'range' documents using 'Birth to Five Matters' and we track the children and carry out interventions using this information.

Assessment activities are planned-in at key points in the year e.g. half termly phonics assessments.

Children in Reception carry out the Reception Baseline Assessment (RBA) and are assessed against the Early Learning Goals in the prime and specific areas at the end of the school year. They will be assessed as 'expected' or 'emerging'.

A progress check is carried out by staff in Little Butterflies (our two year old provision) and shared with parents/ carers and other professionals.

Vulnerable groups such as Ever 6/ Pupil Premium, SEND children, LAC and EAL children are tracked closely to ensure good progress is being made. We also closely monitor the gender gap to ensure boys are making expected or more than expected progress. This information is shared with members of the SLT and during termly governor meetings.

#### **Assessment in English**

How we make our judgements

Teachers use a range of strategies for both formative and summative assessment. During phonics lessons, children are assessed half termly through dictation exercises and activities provided by the monster phonics scheme.

Children's reading fluency is assessed through weekly reading sessions with an adult, and reading books are adapted accordingly.

Within English sessions for reading and writing, children's contributions during class discussion, white board work and the work produced during the lesson are used to formulate an assessment of children's knowledge.

Each half term, children will complete two extended pieces of writing which are used to assess children's grammatical knowledge. Children are formally assessed in Year 1, Year 2 and Year 6 where they complete the phonic screening check and SATs.

Teachers complete marking and feedback sheets following each lesson. These show which children have achieved the objective and those who have not. They identify any basic skills errors or misconceptions children have. These marking and feedback sheets are referred to during the assessment process when identifying the objectives children have met.

Children who have identified SEND, or who are not working at age related expectations, are assessed at the year group/level in which they are working at. If children are working more than

two years behind their expected level, then PIVATs is used. This is a planning and assessment tool which breaks down curriculum objectives into smaller steps. These children will often be assessed more regularly, as smaller steps are required to ensure they reach the learning outcomes.

How we record our assessments

We have devised our own assessments for reading and writing. These were based on the medium term planning produced by English co-ordinators. The curriculum and assessments are based on documents produced by Sunderland TfC (by a working group made up of School Improvement Officers and English Leads).

Teachers highlight the objectives in which children are confident, those working towards, or those children not yet meeting. Teachers make their judgements if they see evidence of children using the skills more than twice independently in their work. For those children not able to work at the current year group expectations then their year group appropriate assessment sheets are used. There are three assessment sheets for each year group, which teachers complete at the end of each term.

How is assessment data used?

The assessment sheets allow the teachers to identify the areas of strength and weakness in their cohort, appropriately plan for the next term, and plan interventions to close any gaps. Any larger gaps in attainment are then planned to be re-taught during the next half term before moving on.

### **Assessment in Mathematics**

How we make our judgements

Staff use a range of formative and summative assessments to support their judgements. During the maths lesson, staff use questioning throughout the lesson, both orally and using whiteboards in order to assess whether the children will need support of concrete or pictorial representations or if they will need adult support.

At the end of each lesson, staff complete marking and feedback sheets in order to evaluate which children needed support during the lesson or which children will need intervention before the next lesson. These sheets are then referred to when completing assessments.

Regular maths meetings give a further opportunity to assess children's understanding in maths – which may be from a different maths domain and will therefore also support staff in their assessment – and future planning of maths.

After each maths unit, staff may use a more formal assessment – usually White Rose End of Unit Assessments which can be adapted to assess objectives the children have been taught. When assessing times tables in each year group, children are formally assessed orally 1:1 before achieving their awards.

Children are formally assessed in Year 2 and Year 6 when they complete SATs and in Year 4 where children will complete a Multiplications Tables Check.

How we record our assessments

Using objectives from the Sunderland Solutions document, teachers highlighted the objectives in which children were confident, those working towards, or those children not yet meeting. Teachers made their judgement if they had seen evidence of children using the skills independently.

The assessment sheets will allow the teachers to identify the areas of strength and weakness in their cohort, appropriately plan for the next term, and plan interventions to close any gaps.

How is assessment data used?

The assessment sheets allow staff to identify areas of strengths and weaknesses in order to adapt planning or to support children in areas of need. Staff adapt their planning appropriately for the following term and plan appropriate interventions.

### **Assessment in the Foundation Subjects**

How we make our judgements

Teachers use a range of strategies for both formative and summative assessment.

Formative: During lessons teachers use a range of questions to assess knowledge and understanding of the objectives being taught. Regular recall discussions within a lesson and at other points during the day assess how well the children can retain and verbalise what they have learned. Children may be asked to recall events and key information or answer quiz style questions.

Summative: At the end of a series of lessons teachers will assess children's knowledge more formally using a short quiz or test.

A piece of writing may be also be used to evidence children's learning e.g. a diary entry in history or a record of a science investigation.

How we record our assessments

We have devised our own assessment records for each foundation subject. These are based on the medium term planning produced by subject co-ordinators.

Assessment documents are used in PSHE, PE and RE which link to the overall schemes which are in use in school i.e. Jigsaw, PE Planning and RE Today and Understanding Christianity. Teachers annotate the objectives in which children are confident, those working towards, or those which children are not yet meeting. Teachers make their judgements based on recall activities, formative and summative assessments.

Assessment sheets have been created for each sequence of learning for each year group. Teachers complete these throughout a sequence of lessons and/or after summative assessment.

How is assessment data used?

The assessment sheets allow the teachers to identify the areas of strength and weakness in their cohort, which then enables them to plan lessons and recall activities which will build upon children's knowledge.

Teachers plan to cover objectives which have not been met in recall sessions in subsequent lessons within the sequence or in other points throughout the year.

Subject Leaders use teacher assessment to monitor overall progress within their subject and to identify any gaps in learning. Long term plans are amended as appropriate and further experiences are planned to enhance the curriculum.