



ASSESSMENT POLICY

September 2023

The Principles and aims of assessment

Why do we assess learning?

Assessment is an integral part of teaching and lies at the heart of promoting our pupils education.

The 2015 report of the Commission on assessment without levels has given us the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in our school.

(Tim Oates, Chair of the expert panel for NC review).

Our aims and objectives:

- To ensure accurate assessment information informs effective teaching and learning such that all children make outstanding progress
- To ensure effective tracking of assessment information informs provision for individuals and groups
- To enable all children to know their strengths and areas for development
- To provide both accurate and useful information to share with parents
- To provide clear information concerning attainment and achievement to all stakeholders

The Three aspects of assessment:

- 1) Ongoing formative assessment- used to evaluate pupils' knowledge & understanding on a day-to-day basis and to tailor teaching accordingly.
- 2) In-school summative assessment- enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- 3) Nationally standardised summative assessment- used by the government to hold schools to account.

Nursery and Reception

In Early Years, we make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals. During the year, all children in either Nursery or Reception are tracked according to their developmental band in Development Matters.

Year 1- 6

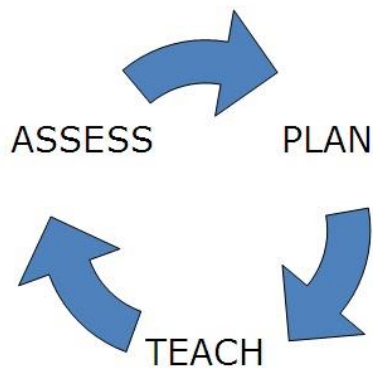
In Years 1-6, we use Arbor assessment to track our children's progress both formatively and summatively. This tool is a condensed version of the curriculum that helps us identify next steps for individuals, groups and classes. It also allows us to store standardised test scores

enabling us to numerically track the progress of individuals, groups and classes throughout the academic year.

Ongoing formative assessment

When taught and assessed effectively, all children have the ability to succeed, regardless of their starting points. At Jubilee, we know that intelligence is not fixed and believe in a 'growth mindset'. We believe that continued effort from children paired with expert support, feedback, and encouragement from adults, will lead to outstanding pupil outcomes for every child.

In-school formative assessment is used to evaluate pupils' knowledge & understanding on a day-to-day basis and to tailor teaching accordingly through the school's *Feedback and Marking Policy*. This happens routinely in all lessons to assess knowledge, skills and understanding and identify gaps or misconceptions in the child's understanding. This information can be used during the lesson to tailor teaching to individual children's needs, as well as after the lesson to inform and shape future planning. Formative assessment is a crucial part of the plan, teach, review cycle.



Formative assessment is part of everyday practice and central to the schools *Feedback and Marking policy*. In the classroom, you will see the following:

- Rich and deep questioning
- Live diagnostic feedback
- Partner talk
- 'I do' 'We do' 'You do' approach to modelling and checking for understanding

Importantly, formative assessment takes place through 'live diagnostic feedback' and after lesson marking in line with the schools *Feedback and Marking Policy*.

In School Summative assessment

We recognise that on-going formative assessment is the most useful tool for supporting our children's progress. Our in-school summative assessment enables us to evaluate how much a pupil has learned at the end of a teaching period. NTS (National Test Style) assessments are used to assess pupils termly in Reading and Maths and provide teaching staff with a standardised score for each individual pupil. This standardised score allows teachers to compare pupil scores against national average scores.

Using Arbor assessment, we track whether or not children are 'on track' to meet end of year expectations by considering:

1. Formative assessment information
2. Standardised test scores (termly NTS assessments)

These predictions are used by teaching staff and the senior leadership team to track children's progress and informs the team about who needs supporting or challenging within the school. This information is never gathered for its own sake but is always used to make whole school and class-based decisions on what to teach and how to teach it, in order for all children to make outstanding progress. This information is used not just within the school year but to evaluate the school's performance year-on-year. Over time, we aim to improve on our children's performance to create strong upward trends in our pupil progress and attainment data over several years.

Nationally Standardised Summative Assessment

Nationally standardised assessments, which include the Reception Baseline Assessment and KS2 SATS (Standard Attainment Tests), are used by the government to hold schools to account. It helps us to identify trends over a number of years and think about how we can improve as a school to ensure that all children make outstanding progress. It is the responsibility of the Assessment Lead to scrutinise the end of key stage data each year. The Early Years leader analyses the information from Nursery and Reception in order to keep an eye not just on pupils' progress but on the school's continued progress (see the Early Years policy).

How assessment outcomes will be collected, moderated and shared

All data collected formatively will be apparent in children's learning and teachers' planning. All time spent on assessment must be purposeful and not a burden on teachers' already busy timetable, with basic administration tasks delegated to appropriate support staff.

In each term, appropriate moderation activities will occur internally to ensure assessments are accurate.

Assessments will be used to monitor pupils' progress across the school in order to put extra provision into place to support or challenge where necessary. It will also be used to inform pupil progress meetings which take place alongside the Deputy Headteacher and Inclusion manager each term.

Sharing assessment outcomes with pupils

Information will be shared with pupils to aid their understanding of what they need to do to progress. See the *Jubilee Feedback and Marking Policy* for more information on this.

Sharing assessment outcomes with parents

At parents meetings, qualitative information regarding the child's understanding will be shared with parents and carers. For example, whether a child is successfully using apostrophes or whether they're finding it difficult to use short division. On the child's annual report, we will show whether the child is:

- Working below the national standard
- Working towards the national standard
- Working at the national standard
- Working in greater depth at the national standard

On these reports, we share with parents what their child needs to do next to make progress in reading, writing and maths and give activity ideas for them to do at home. In this way we help parents support their child at home. Parents have the opportunity to discuss this report with teachers at the end of the academic year.

Sharing assessment outcomes with governors

The governors will collect and use assessment outcomes from nationally standardised tests at the end of KS2 as well as discuss pupil information from across the school, in order to hold the school to account.

Professional development

All teachers will be kept up to date with developments in assessment practice and how they will be able to develop and improve their practice on a regular basis. In order to ensure that teachers have a good understanding of best practice in assessment, they will be supported by phase leaders in completing assessment information as well as in moderation events.

Arrangements for the governance, management and evaluation of assessment

Our assessment policy is a live document which is reviewed regularly in light of insights into best practice and government guidance. The assessment co-ordinator, is responsible for ensuring that the policy is maintained and followed by staff. Along with the Head teacher, it is the assessment coordinator's responsibility to ensure that assessment practices are effective within the school.

Assessment practices will be judged to be effective according to the following criteria:

- How well does the assessment tool link to the curriculum?
- How is the assessment tool used to inform planning?
- Does the school's approach to assessment allow us to identify groups in need of additional support or challenge?
- Is moderation used to inform consistently accurate assessment judgements?