



Assessment Policy

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Exceptionality

Collaboration

Integrity

Respect

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Assessment Policy

Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



Rationale

- ★ Assessment provides information to improve teaching and learning. At Manor Primary School, we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular updates on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

Aims

At Manor Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.

Our aims are to

- Enable our children to demonstrate what they know, understand and can do in their work;
- Help our children understand what they need to do next to improve their work;
- Allow teachers to plan work that accurately reflects the needs of each child;
- Help set targets and involve pupils in their own learning.
- Give parents regular information of what their child can do and how they can support their child in their learning;
- ★ Provide information that can be used to evaluate teaching and learning practice.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress;
- Ensure a consistent expectation and application of standards across the school through moderation;
- Provide school leaders and Directors with information that allows them to make judgements about the effectiveness of the school.

Assessment Approaches

At Manor Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school

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summative assessment and nationally standardised summative assessment.

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to intervene in the moment to provide support or extension as necessary. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly.

* Formative assessment allows pupils to measure their knowledge and understanding against learning objective, and identify areas in which they need to improve.

A range of Day-to-Day In-School Formative Assessments strategies used will vary according to the subject and learning objective taught – these include:

- Daily observations of learning outcomes against success criteria
- Hearing children read during phonics and English lessons
- Checking of number bonds and times tables using NumBots and TT Rockstars
- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- * • In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Marking work in the moment for pupil attainment and progress.
- Self (or peer) assessment at the end of the lesson based on individual learning objectives and the Success Criteria.
- 1:1 or group discussions with pupils.
- Marking and feedback in line with the marking policy

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide

children with information about how well they have learned and understood a topic or subject taught over a period of time, providing feedback on how they can continue to improve.

Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of a term and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be 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' will be used including:-

Reading Assessments (At the end of term)

- ★ ● Teachers record the reading book band children are on their reading tracker
- In Year 2-6, STAR reading assessment to update reading tracker
- Children will complete a Comprehension test from NFER (summer term) in line with school from across the MAT and record the outcomes on INSIGHT
- Children will complete a Spelling, punctuation and grammar assessment using the Manor MAT Assessment Framework in line with schools from across the MAT
- Termly 'best fit' assessment relating to the Manor MAT Assessment Framework reported on INSIGHT for Reading
- In Year R to Year 2, using our ongoing phonics assessments, teachers will record the Phase achieved in Letters and Sounds on their Phonics Tracker

Writing Assessments (At the end of term)

- Children will be asked to complete pieces of independent cross curricular writing, these will be moderated and 'best fit' assessment relating to the Manor MAT Assessment Framework reported on INSIGHT

Maths Assessments (At the end of term)

- ★ ● Children will complete Maths test form NFER (summer term) in line with school from across the MAT and record the outcomes on INSIGHT
- Termly 'best fit' assessment relating to the Manor MAT Assessment Framework reported on INSIGHT for Mathematics

Wider curriculum

- Ongoing, in lessons, teachers assess whether children are meeting objectives as outlined in subject overviews for foundation subjects.
- End of year 'best fit' assessment relating to the Schools Teacher Assessment Framework (Building Blocks) reported on INSIGHT for foundation subjects

Nationally Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will 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.

Nationally standardised assessments support pupils and parents in understanding how pupils are performing in comparison to pupils nationally

A range of 'Nationally standardised summative assessments' will be used

- Reception Baseline Assessment at the start of Reception
- Year 1 Phonics Screen Test
- Year 4 Multiplication Tables Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking and Feedback Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See school Marking and Feedback Policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Manor Primary School. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments.

Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to

compare judgements and agree standards. Staff at Manor also works with colleagues across our Manor MAT to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and update assessment meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Target Setting

At the beginning and end of the academic year pupil progress meeting take place. Aspirational targets indicating percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Targets for the prime areas are set in EYFS.

Records

All assessment data is stored securely using INSIGHT tracker.

INSIGHT Online assessment documents are used as an aid to effective planning. The progress of children receiving extra support is monitored by the member of staff delivering the support.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed on the server and is available for reference.

Roles and responsibilities

Directors

Directors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to Director Advocates on all key aspects of pupil progress and attainment, including current

standards and trends over previous years

- Ensure that teacher workload is taken into account in relation to assessment

Teachers and support staff

Teachers are responsible for following the assessment procedures outlined in this policy. They will:

- Carry out daily observations and use these to inform their planning and assessment
- Provide individuals, groups and the whole class feedback in the moment
- Ensure the children have ownership of assessment and support them in identifying their success and next steps
- Analyse pupil progress and attainment, including individual pupils and specific groups
- Report to parents on their child's pupil progress and attainment on an annual basis

Monitoring

The SLT monitor class on-line assessment data (INSIGHT) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Inclusion

Assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given support and intervention and a differentiated curriculum which meets their needs.

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 should account for 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.

The assessment policy at Manor Primary School ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the School Support stage of the Code of Practice, or above, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative

and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in 6 and teacher assessment in Years 1, 2, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

- * Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are available to discuss parents' concerns, staff can be contacted via the year group emails for Manor Primary School, and a prompt appointment will then be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND may also meet with the SENDCo and any other professionals working with them.

Links with other policies

This assessment policy is linked to:

Curriculum policy

Early Years Foundation Stage policy

Review

- * This policy will be reviewed bi-annually by staff and Directors.

The Directors may however review the policy earlier than this if Government introduce new regulations or if the Directors receive recommendations about how the policy may be improved.