

Assessment Policy

Heaton Avenue Primary School

Approved by: The Senior Leadership Team **Date:** 1st September 2020

Last reviewed on: July 2020

Next review due by: July 2021

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.





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3. Principles of assessment

At Heaton Avenue, we see assessment as an integral part of the learning and teaching cycle. Formative and summative assessments are used to monitor and evaluate progress and attainment of individual, groups and cohorts. We are aware that:

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of knowledge.

In addition to this, our aims of our assessment model is to ensure the following:

Every child knows how they are doing and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners and learn to inter relate an ambitious body of knowledge.

Every teacher is equipped to make well-founded judgements about pupils' attainment and progress, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential

We have structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.

Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

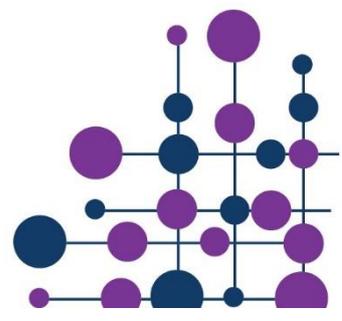
4. Assessment approaches

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils** to measure their knowledge and understanding against objectives and identify areas in which they need to improve themselves;
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve. For children in Y2 upwards, parents will be given the opportunity to measure their child's attainment against a sample of other children nationally (using a scaled score of 100 as a basis of an 'expected' benchmark within each year group).



We use the Depth of Learning portal to assess children’s skills, knowledge and understanding on a day-to-day basis. We believe that our ‘in school’ assessment system should:

Give reliable information to parents by providing meaningful tracking of pupils towards end of Key Stage expectations; provide easily understood qualitative and quantitative information and differentiate attainment between pupils of differing abilities

Help drive improvement for pupils and teachers by ensuring feedback to pupils improves learning and is focused on tangible and specific objectives

Provides comparison against expected standards. At Heaton Avenue, we classify a child who is meeting the expected standard as an ‘Advancing (2)’ level child. We classify a child who is exceeding the expected standard as a ‘Deep’ level child.

We believe that a good assessment system should tell us two things:

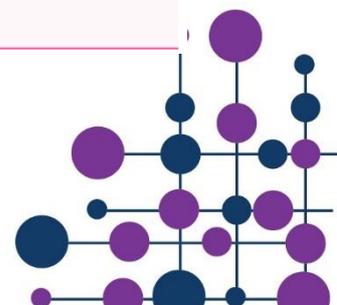
Breadth How much learning we see

Depth The level of fluency, ability to apply and level of understanding

In the Foundation Stage, we track children using the terminology ‘emerging’ ‘developing’ or ‘secure’ within the appropriate age band.

In Key Stages One and Two, we define the depth of a child’s learning in school into three categories. These increase in complexity and cognitive demand from basic, to advancing to deep. The predominant teaching style will change as the cognitive demand increases:

Depth of Learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. Steps to Success)	Acquiring	High	Some	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 cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. Remember to include)	Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.



We communicate this to the children by using two pictorial representations. At Key Stage One, we use the analogy of 'paddling, snorkelling or diving for pearls. At Key Stage Two, we use the analogy of learning to drive, from the Learner driver stage, to passing one's test and finally to applying your skills in a wide range of scenarios e.g. driving round France!

Paddling

Snorkelling

Diving



"I can drive a car!"



4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Our summative assessment procedures take many different forms depending on year group and subject. The table below demonstrates the summative assessments that will take place at different points during the school year and in each year group:

Baseline assessments will be undertaken at the start of Year 2 and Year 6 to give an indication of how the children are performing against national expectations and benchmarks. Question level analyses will be undertaken by class teachers so individual children and cohorts can be analysed in terms of errors and misconceptions moving forwards.

Phonics screening tests will take place regularly and children will be assessed informally – their progress being kept in their individual ‘Rainbow Book’.

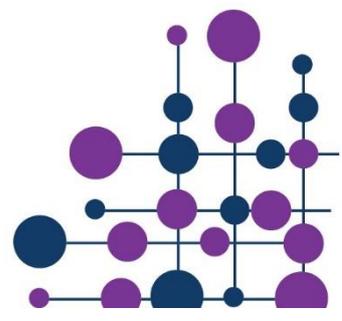
Accelerated Reader STAR Reader tests will be undertaken throughout the school year. These tests provide a useful reading age, standardised score and, by using computer adaptive questions, a child’s ZPD (Zone of Proximal Development) can be updated. This assists the children in being able to find a book with their ‘complexity’ level i.e. a book that is going to sufficiently challenge them whilst also being appropriate for their reading ability.

NFER tests will be taken 3 times a year in Years 3, 4 and 5 and twice in Year 1. These tests provide summative assessments and Question Level Analysis and help support and improve future learning. They are also used to demonstrate improvement over a period of time.

In order to assess writing, each child will have an assessment book which they will use to provide evidence against the Teacher Assessment Framework (TAF) at the end of Key Stage One and Key Stage Two. For assessment purposes, Years 1, 3, 4 and 5 will still be assessed against the end of Key Stage Assessment Frameworks as this gives a good indication of future progress within writing.

Since 2016, the key stage 1 and 2 national curriculum tests have been reported using scaled scores. The key stage 1 (KS1) NCTs have a scaled score ranging from 85 to 115, and the key stage 2 (KS2) NCTs from 80 to 120, with a scaled score of 100 representing the expected standard at the end of the key stage.

Scaled scores show whether a pupil has met an expected standard or not. This is different to the 100 in a standardised test, where 100 represents the average during the standardisation and gives you information on the proportion of the population who achieved a particular score.

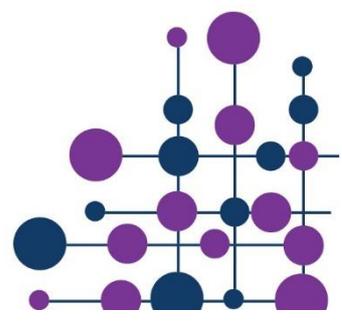




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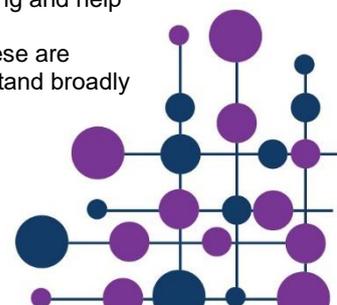
For the NCTs, the score of 100 represents the threshold of the expected standard, **not** the national average on the test. If a pupil scores 100 or above, they have achieved the expected standard. If they score lower than 100, they have not met the expected standard and are still working towards it. In the case of the national tests, the national average scaled score is likely to be higher than 100, since the government targets are for all pupils to have reached the expected standard by the end of KS2. In 2019, the national average for reading was a scaled score of 104, for maths was a scaled score of 105 and for grammar, punctuation and spelling, a scaled score of 106. In total, 65 per cent of pupils reached the new expected standard for reading, writing and maths.



Assessment Timetable

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Practitioner assessments are primarily based on observing daily activities and events. In particular, practitioners should note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts	Maths Cold Tasks (each unit and entered onto cold task tracker) Phonics Trackers throughout	Baseline KS1 SATS AR STAR Tests (baseline – Autumn: September) December Mocks (SATS) Phonics Trackers throughout	Phonics Screeners (where appropriate) AR STAR Tests (baseline - September) NFER Autumn Test Suite (December)	AR STAR Tests (baseline - September) NFER Autumn Test Suite (December) Phonics Screener	AR STAR Tests (baseline - September) NFER Autumn Test Suite (December) Phonics Screener (for those children who have not passed Stage 6)	Baseline KS2 SATS AR STAR Tests (baseline - September) December Mocks (SATS)
Spring		AR STAR tests – for those children who are able to access the level of the test NFER Spring Test Suite (March) Phonics Trackers throughout	March Mocks (SATS) AR STAR Tests (Winter: January) AR STAR Tests (Spring: April) Phonics Trackers throughout	NFER Spring Test Suite (March) AR STAR Tests (Winter: January) AR STAR Tests (Spring: April)	NFER Spring Test Suite (March) AR STAR Tests (Winter: January) AR STAR Tests (Spring: April)	NFER Spring Test Suite (March) AR STAR Tests (Winter: January) AR STAR Tests (Spring: April)	March Mocks (KS2 SATS) AR STAR Tests (Winter: January) AR STAR Tests (Spring: April)
Summer		NFER Summer Test Suite (June) Phonics Trackers throughout	KS1 SATS AR STAR Tests (Summer: July) Phonics Trackers throughout	AR STAR Tests (Summer: July) NFER Summer Test Suite (June)	AR STAR Tests (Summer: July) NFER Summer Test Suite (June)	AR STAR Tests (Summer: July) NFER Summer Test Suite (June)	KS2 SATS AR STAR Tests (Summer: July)

- Phonics screener tests will continue to be administered throughout school until a child has successfully mastered the 6 phases of phonics and has demonstrated sufficient knowledge and understanding to become a 'fluent' reader
- Multiplication Tables Checks (MTC's) will take place in Key Stage 2 to ensure children reach the required benchmark of knowing all the multiplication tables up to 12x12 by the end of Year 4
- Cold and Hot tasks in mathematics and writing will take place regularly (usually at the beginning and end of each unit of work) to assess any individual and cohort gaps in understanding and help tailor lessons more specifically.
- In the Summer term, Foundation Stage baseline assessments will be undertaken. These are assessed against the ELG's and an outcome will help teachers and parents to understand broadly what a child can do in relation to national expectations



4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Year 4 Multiplication Tables Check (MTC)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

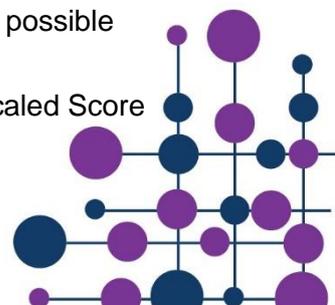
At Heaton Avenue Primary School, we feel as if it is important to record assessment data when it is relevant to do so to monitor pupil attainment and progress and to diagnose what pupils need to continue to do to secure rapid and substantial improvement. Data will be shared with class teacher, phase leaders and other adults who come into direct contact with the children on a daily basis. Relevant data will also be shared at our two parent consultation evenings throughout the school year and is also available on request at different points throughout the academic year. Parents will receive written documentation comparing their child's attainment and progress to those of others nationally.

In order to reduce teachers' workload, the format that we use to report to parents will remain as simple as possible with online data collection tools used to reduce workload further.

6. Reporting to parents

Assessment data will also be reported back to parents in the form of an annual summative report at the end of each academic year. This report will contain:

- Brief details of achievements in all core subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in the reception year, including the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and raw mark/ Scaled Score





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7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and 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 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.

8. Roles and responsibilities

8.1 Governors

Governors 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

8.2 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 governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

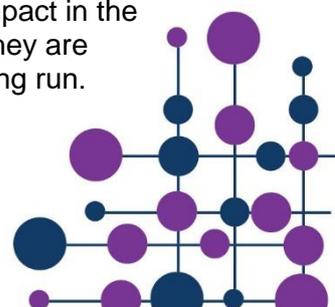
Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

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

Because learning is a change to long-term memory, it is impossible to see true impact in the short term. We do, however look at practices taking place to determine whether they are appropriate, related to our intent and are a 'best bet' to producing results in the long run.





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We use comparative judgement in two ways: in the tasks we set and in comparing children's work over time. We also use lesson observations to see if the pedagogical style matches our depth expectations

