ASSESSMENT POLICY

Policy Owner:	Head Teacher
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ASSESSMENT

At The Pines, assessment is an integral part of our approach to Teaching and Learning. Effective assessment enables teachers to plan future learning to better meet the needs of pupils which in turn supports children in making maximum progress in their learning. Assessment takes many forms and is the responsibility of all staff.

Assessment is the engine which drives student learning.
John Cowan

Intent
At The Pines, we aim to:

- enable our children to demonstrate what they know, understand and can do through appropriate learning tasks so that they can know more, do more and remember more
- ensure children recognise the standards to aim for and understand what they need to do in order to reach this standard through providing examples and models
- provide opportunities for all children to excel by ensuring that 'ceilings' are not placed on learning and progress
- use fluid groupings of children based on current understanding and needs rather than on historic assessment data
- allow teachers to plan learning tasks that accurately reflect the needs of each child
- provide regular information for parents that enables them to understand the performance of their child and how they can support their learning
- provide the Senior Leadership Team and Governors with relevant assessment information that contributes to judgements made about the effectiveness of Teaching & Learning

Implementation
Assessment is part of the daily practice of all members of staff and often it is informal, unplanned and simply a consequence of the normal interactions that take place within a classroom. A skilled practitioner is able to capitalise on these opportunities to inform their knowledge of the current abilities of the children in their care and adapt their teaching accordingly.

Types of Assessment
There are three main forms of assessment:
<u>Formative Assessment</u>
This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. Most formative assessment is carried out 'in the moment' and is as a result of observations, discussions with children or looking at the work children produce. The information gathered by teachers using this approach has a direct impact on the teaching materials and strategies employed in the short term, both within the same lesson and in subsequent lessons. Teachers keep records of observations on Daily Feedback Sheets.

<u>Diagnostic Assessment</u>
All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. miscue analysis, specific skills tests etc. These can be published tests but can also be informal 'quizzes' or challenges set by a teacher to ascertain the understanding of a child, group or class. This is particularly useful at the start of a new unit of work. They can also be used for children experiencing difficulties in their learning; further detail of these assessments can be obtained from the SENDCo.

<u>Summative Assessment</u>
This form of assessment usually takes the form of a published test or a more formal written assessment and is designed to identify a child's understanding and recall of knowledge and skills

over a period of time. These assessments are used to inform Teacher Assessment data (see section below) and to track progress of individuals, groups or cohorts over time. At The Pines, PiXL assessments are used to assess Reading, Maths and SPAG (Spelling, Grammar and Punctuation) and the analysis of these tests is used to inform future teaching. Summative assessments include statutory national assessments as well as internal non-statutory assessments. Further information regarding use of PiXL assessments can be found in Appendix I.

Teacher Assessment

At the end of each term, teachers of Years 1 to 6 are required to make Teacher Assessments of the children in their class in Reading, Writing and Maths. This is a judgement that indicates whether a child is working at, below or above the expected standard for their age. These judgements are based on both summative and formative assessment and should be supported by evidence in a child's exercise books. Teachers are required to input Teacher Assessments (as well as raw data from tests) into an on-line tracking system. This data is then used by school leaders to identify areas of strength as well as to prompt professional discussion around any areas of weakness.

In Foundation Subjects, teachers use a range of formative assessment techniques and low-stakes testing strategies to assess children's knowledge and skills. End of term teacher assessments are recorded based on the objectives taught and the judgement indicates whether a child is working at, below or above the expected standard for their age. Specific assessment methods used for each foundation subject can be found in Appendix II.

One page summaries presenting the principles of assessment at The Pines (in core and foundation subjects) can be found in Appendices III and IV.

EYFS

At The Pines, children are assessed at the start of their time in both Nursery and Reception in order to form a baseline using the NFER Baseline Assessment. The objectives within the Early Learning Goals are the basis of all assessment within Early Years and the progress children make is monitored closely on a continuous basis. Teacher Assessments are submitted on a termly basis in relation to all areas of the Early Years curriculum and at the end of their Reception year children are also assessed according to whether they have reached a Good Level of Development (GLD).

Feedback

Children are given feedback on all of their learning. Much of this is verbal feedback that is given in the moment by an adult as this is shown to have the greatest impact. However, at times, written feedback is also given by adults. A collaborative approach between teachers and pupils is used where children are actively involved in discussions regarding their learning. Targets are regularly set to move children's learning on although the word 'target' is not necessarily used directly with the children.

Children at The Pines are also taught explicitly how to assess their own learning and to give feedback to others. This approach of using self and peer assessment enables children to take greater responsibility for their own learning and also recognise what their next steps are in their learning.

For further information on feedback and marking see the Marking and Feedback policy.

Statutory Assessments

As a state funded primary school, we are required to ensure that our children complete all statutory national assessments. These include the Reception Baseline Assessment (NFER), Reception GLD, Year 1 Phonics Test, Year 4 Multiplication Check and Year 6 SATs tests. The results from these form part of local and national league tables and allow comparison both between schools and between our own

cohorts. The Year 2 SATs tests are no longer statutory from 2023-24 and therefore children in Year 2 will be assessed using internal summative assessments (like years 1, 3, 4 and 5).

Pupil Progress Meetings

Pupil Progress Meetings are held on at least a termly basis between the Senior Leadership Team and individual teachers. The purpose of the meetings is to review the progress and attainment of children within a class or year group and to discuss any children who are not making the progress expected of them. Strategies for supporting learning and raising attainment are discussed and target pupils identified, in particular Key Marginal children who are on the borderline of being WTS and EXS (Working Towards the Standard and at the Expected Standard) for their year group. At the start of each academic year, Pupil Progress Meetings are also used to set targets for the end of the year for each pupil. These targets are aspirational but also realistic.

Record Keeping

Teachers keep records of children's attainment and progress in a variety of ways. Ongoing assessment informs future planning and record-keeping is of a more informal nature; teacher assessments and test results are recorded on Insight, a web-based data analysis programme. There is an expectation that all assessment records are available to members of the Senior Leadership Team on request and that end of year assessment data is passed up to the next class teacher to aid transition. The requirements for record-keeping are kept to a minimum in order to support teacher workload whilst also ensuring that our approach is sufficiently rigorous and meets all external expectations.

Moderation

At The Pines, we recognise the importance of moderating standards of children's work with colleagues from other schools and willingly engage with the moderation process offered by the Local Authority. This ensures that our judgements are in line with other schools and that we benefit from the expertise of staff both in other schools and at the Local Authority. We also carry out internal moderation exercises to ensure that our judgements are consistent within and across year groups.

Reporting

Written reports on children's progress and attainment are produced and given to parents annually at the end of the Summer term. Where children have completed statutory tests, results are also included with these reports. Parents are invited in to school to discuss their child's learning at two Parents' Evenings during the school year and are welcome to make an appointment with their child's class teacher at other times if necessary.

Impact

At The Pines, our approach to Assessment is focused on providing useful information to teachers that enables them to fully support children in moving forward in their learning. Assessment also supports children in understanding their own abilities and taking ownership of what they need to do in order to improve. Assessment is not about producing data that does not have a direct positive impact on the children.

The purpose of completing assessments is to inform future learning and to enable misconceptions to be addressed and gaps in understanding to be filled; it is not a record of what has been learned or remembered that has no impact on future learning. Therefore, effective use of assessment information enables children to make maximum progress in their learning thereby preparing them for future stages of their education.

It is the role of the Assessment Lead as well as the Senior Leadership Team and Subject Leaders to ensure that assessment information is recorded accurately, used effectively and actions are followed through to benefit the children's learning. It is also the role of the Governing Body to hold school

leaders to account in relation to assessment data and to challenge trends in data and how the school is addressing any areas of weakness.

Use of PiXL Assessments

PiXL assessments result in each child achieving a 'raw score' for each test. This is the number of marks achieved and is out of a total available on each test. The total marks available differ according to the curriculum area being assessed and also the year group of the child.

PiXL do not produce any documentation or guidance to support teachers in interpreting these raw scores and do not publish information regarding the number of marks required for a child to be working at the Expected Standard in each test. However, teachers need some guidance to support them in using test results to inform teacher assessments and also to ensure consistency between different members of staff.

Assessment Guide – Year 3 Spring term 2024

READING

Insight TA	Description & Focus	PiXL Reading Raw Score	Additional Evidence
GDS	Working well above expected. **Exceptional.**	27-30	Evidence in books & in lessons suggests pupil is **likely** to be working at GDS at the end of the year. Does their test score & class work correspond? If not, consider if EXS is more appropriate.
	On track to be GDS at end of year. **Key marginals – insecure GDS.**	24-26	
EXS	On track to be EXS at end of the year. (Secure) **Key marginals – EXS to GDS.**	20-23	Evidence in books & in lessons suggests pupil is **highly likely** to be working at EXS at the end of the year. Does their test score & class work correspond? If not, consider if GDS is more appropriate or whether they should be considered Key marginal for EXS.
	On track to be EXS at end of the year but insecure. **Key marginals – insecure EXS.**	15-19	Evidence in books & in lessons suggests pupil will **probably** be working at EXS at the end of the year **but will need additional intervention/support** to make sure. Does their test score & class work correspond? If not, consider if WTS is more appropriate.
WTS	Currently working below EXS and not on track to be EXS at the end of the year without additional support. **Key marginals – WTS to EXS.**	12-14	Evidence in books & in lessons suggests pupil is **currently unlikely** to be working at EXS at the end of the year. However, they have **no significant barriers to learning** and **could reach EXS with significant additional intervention/support** to enable them to make accelerated progress. Does their test score & class work correspond? If not, consider if possibly EXS (but insecure) or Significantly Below.
	Well below EXS but working within year group curriculum. **Often SEND**	9-11	Evidence in books & in lessons suggests pupil **will not be working at EXS at the end of the year even with significant additional intervention/support.** There are barriers to learning that may be significant.
Sig Below	Well below EXS and working outside year group curriculum. **SEND**	0-8	

At The Pines, we have created Conversion Charts (see example, left) that support teachers in interpreting raw scores by providing raw score ranges that equate to the language of assessment used in school: Significantly Below, Working Towards (WTS), Expected Standard (EXS) and Greater Depth (GDS). These Conversion Charts have been created in collaboration with the Assessment Lead at another local school where PiXL assessments have been used for over 6 years. They are based on the typical percentage of marks required to achieved EXS and GDS in Year 6 SATs tests and have also been evaluated and modified as a result of our first year of using PiXL assessments at The Pines.

The Conversion Charts are intended as a guide (not a rigid set of rules) and teachers are expected to use their professional judgement when forming Teacher Assessments for their pupils.

Approximate percentages used to determine the raw score required to achieve EXS are as follows:

	Autumn term	Spring term	Summer term
Reading & SPAG	45%	50%	55%
Maths	40%	48%	55%

The Maths requirements in the Autumn and Spring terms were amended in December 2023 and are lower than those in Reading and SPAG due to a review of attainment data for the year 22-23. In the Autumn term, Maths tests cover content that children have not covered for a number of months and, in the case of some of the year group specific learning, have not yet covered. This resulted in many children achieving fewer marks in the Autumn term than expected but making accelerated progress during the year meaning that they finished the year with a number of marks that equated to working at the Expected Standard. The same issue was not observed in Reading and SPAG (due to the different structure of the curriculum in these subjects) meaning the percentages in these subjects have not been amended but will be reviewed at the end of the academic year.

Methods of assessment by foundation subject

Subject(s)	Method of Assessment
History	Low stakes quizzes, class work, contributions to lessons, end of block teacher assessments. Any knowledge and skills the cohort is struggling to retain and master (after revision and intervention) will be recorded on a Foundation Subject Distance Marking Sheet. If, on the whole, the cohort has retained the knowledge and skills, teachers will make a note of children who are working towards the year group objectives. Teachers will also make a note of any children they feel are exceeding the year group objectives. This is inform future planning for the cohort.
Geography	
Science	
RE	
Art	
DT	
Music	
PHSE	
MfL	
Computing	
PE	Scheme Assessment Systems

ASSESSMENT

CORE SUBJECTS

INTENT

- To enable our children to demonstrate what they know, understand and can do through appropriate learning tasks and ensure they know how to improve their learning
- To allow teachers to plan learning tasks that accurately reflect the needs of each child
- To provide regular information for parents that enables them to understand the performance of their child and how they can support their learning
- To provide the SLT and Governors with relevant assessment information

IMPLEMENTATION

Formative Assessment
This is ongoing assessment 'in the moment' as a result of observations of children, discussions and the work they produce. It should influence the course of a lesson and/or future planning.

Summative Assessment
Published assessments are used to assess children's knowledge and understanding over a longer period of time, particularly in core subjects. They help to inform termly Teacher Assessments.

Diagnostic Assessment
This is gaining information about the understanding of an individual, group or class especially at the start of a unit or for children experiencing difficulties in their learning.

Insight & PiXL

- Insight is used to record test results & teacher assessments
- PiXL tests are used from Spring of Yr1 to Yr6 to assess Reading, Maths & SPAG
- Both enable different levels of analysis of attainment data by teachers & leaders

Teacher Assessments
Teacher Assessments are informed by:

- PiXL test results (Yrs 1-6)
- Performance in class
- Work in children's books
- Individual conversations with children

When deciding whether to teacher assess a child as EXS (expected standard), teachers should consider whether the child is '**on track**' to be EXS at the end of the year. '**On track**' means they may not currently quite be at the expected standard for the time of year but, with QFT and any planned additional support, they should be.

Conversion Charts

- Conversion charts are used to support teachers in interpreting raw test scores alongside professional judgement
- In Year 6, scaled scores are also used to support teacher assessments.
- A child achieving a scaled score of 96+ in Autumn 1 is automatically considered to be 'on track' to be EXS in the Summer

IMPACT

- Children make progress in learning & know how to improve
- Assessment data is accurate
- Attainment improves to be at least in line with national
- High quality T&L closes gaps
- Teachers and leaders are held to account

DEVELOPMENT AREAS: *Accuracy of teacher assessments, Combined attainment, Foundation subject assessment*

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Adaptations for Different Subjects

- Some foundation subjects require a different approach to assessment
- The schemes used for PE, French, DT, Music and Computing include assessment procedures for these subjects
- Teacher assessment for subjects such as History, Geography, Science and Art are based on the objectives and skills taught

Summative Assessment
Teachers assess children's learning through low-stakes quizzes and informal assessments. These help to inform termly Teacher Assessments.

Teacher Assessments
Teacher Assessments are:

- Recorded on Insight
- Based on learning/coverage at that point in time
- Take into account a child's knowledge and skills development
- Based on whether teachers consider a child to be **on track** to be EXS at the end of the year

Children who find reading/ writing difficult should be enabled to demonstrate their learning in other ways.

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