

Stratford Rural Schools' Federation



FEDERATION ASSESSMENT POLICY

This version	March 2016
Adopted by the Governing Body	14/03/16
Reviewed	March 2018
Adopted by the Governing Body	27/04/18
Reviewed	September 2020
Adopted by the Governing Body	06/10/20
Reviewed	October 2022
Adopted by the Governing Body	31/10/22

Related policies: Marking & Feedback, SEN, Early Years Foundation Stage

'Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.'

Shirley Clarke

Introduction

We want all children to achieve their potential and achieve the highest possible standards of attainment and progress in all areas of their learning. In order to provide opportunities to do this we recognise that we need to know where the children are in their learning, and where they need to go next. This is why we carry out regular assessments.

All the schools within the federation are committed to creating a high achievement culture and expect every child to reach the highest possible attainment of which they are capable.

Aims and Principles of Assessment

- To ensure that children make progress, recognising their achievements and understanding what they need to do next
- To internally track pupils for attainment and progress
- To ensure planning is continually evaluated so that teaching reflects the needs of all children
- To have a consistent approach that measures school progress against national standards
- To set out and communicate clear procedures for monitoring and evaluating assessment
- To define specific responsibilities in relation to assessment

Range of assessment

We assess, record and report the children's attainment in 2 ways:

1. **Formative Assessment** (Assessment for Learning)

Formative assessment can have a powerful effect on children's learning. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for learning is based around Learning Intentions and Success Criteria that are set for each lesson. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Formative Assessment is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning
- triggers intervention measures if children are falling behind

We do this by 'marking' or responding to children's work using a whole school approach that encourages dialogue through question and feedback. This happens on an ongoing basis and may involve the children in supported self-review of their work.

The responses take the form of:

- Verbal/Instant feedback which engages the child in constructive dialogue designed to support, encourage and challenge during the lesson
- Written feedback which focuses on the child's success and next steps -see individual schools' Marking and Feedback policies for details

- Assessment for learning - The federation is committed to assessment for learning strategies which are used throughout lessons, involving children in their own learning and supporting the teacher in future planning/structure & content of the lesson
- Success Criteria which are sometimes used and allow children to benchmark their own performance against the Learning Intention of the lesson.

Assessment for learning may show where children are not making progress and where some form of intervention may be required. Teachers routinely identify what the issues are and put measures in place to address these as soon as possible. If children are still not making progress then diagnostic tests may be used to identify if children have a specific difficulty that may need special input.

2. **Summative Assessment** (Assessment of Learning)

These are more formal measures which record the children's learning at a certain point in time, and show how much value has been added to the children's learning since the last formal assessment. We also use them to track the children's progress through the school and target children who are not achieving their potential.

Summative assessments come in various forms:

- Teacher assessments of attainment at the end of a half term or term against the national expectations
- Periodic tests used to inform judgements
- Practice SATs questions
- Snapshots of attainment against a criteria – e.g. in the Early Years Foundation Stage

For termly assessments the schools in the federation use:

- NFER Reading Comprehension tests (termly)
- NFER Maths tests (termly)
- Formal assessment across a range of writing (termly) using consortia agreed assessment grids

All pupils in Years 1-6 have end of unit assessments of the skills they have achieved in the Foundation subjects and Religious Education.

For pupils in the Foundation Stage summative assessment is in the form of a completed Foundation Stage Profile for each pupil.

Statutory assessments are made at several points during the primary school years. These are formal assessments and tests, the results of which are reported at local and national level.

Early Years Foundation Stage

Teachers in the Foundation Stage routinely and regularly assess children across their Reception year, but at the end of the year a summative judgement is made against the Early Learning Goals.

Staff are also required to complete an Early Years Baseline assessment within 6 weeks of the children starting in Reception.

Year 1 Phonics Check

In June of Year 1 children take a Phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2. The test is delivered by the child's classteacher and children are presented with a series of words and non-words to read.

Results of the test are reported to parents and are included in national data.

Year 2 SATs

Standard Assessment Tests are carried out in May during Year 2. There are formal tests in Reading and Mathematics. A Teacher Assessment is also made of a child's achievement in Writing across several pieces of work. Each year a % of schools are externally moderated by the local authority to ensure that assessments in Reading, Writing and Maths are consistent.

Test results are reported to parents and are included in national data. This enables comparisons to be made against other schools and as a measure of improvement year on year.

Year 6 SATs

Standard Assessment Tests are carried out in May during Year 6 in accordance with a published schedule. Children are tested against national standards in Reading, English Grammar, Punctuation and Spelling and Mathematics. A Teacher Assessment is also made of a child's achievement in Writing across several pieces from different genres and text types. Each year a % of schools are externally moderated by the local authority to ensure that assessments in Writing are consistent.

Assessment Cycle

Schools routinely follow the following assessment periods and report pupil attainment and progress data as indicated.

	Teachers	Monitoring and Reporting
Autumn Term 1	Plan learning according to data provided by the children's previous teacher.	Pupil Progress Meetings to ensure children are grouped appropriately. Performance management targets are reviewed and set using cohort data.
	A baseline assessment for Foundation Stage children to be completed within the first 6 weeks.	Data submitted to the DFE and Heads of School.
	Teachers update any end of unit assessments at half term and adjust future planning accordingly.	Governors review national data comparison documents for each school
	Parents' Evenings	Teachers informally report attainment and progress to parents at Autumn Term parents' evenings

Autumn Term 2	NFER tests for Reading and Maths are completed during Assessment Week.	Whole school data is used by Heads of School to complete tracking documents for all children.
	Teachers make end of term judgements and submit data to Heads of School.	Whole School Data Summary is submitted to the Executive Headteacher
Spring Term 1	Plan learning according to data from the end of last term	Pupil Progress meetings establish attainment and progress for individuals, cohorts and specific groups of children.
	Teachers update any end of unit assessments at half term and adjust future planning accordingly.	Governors are provided with data from the Autumn Term
Spring Term 2	Parents' evenings	Teachers informally report attainment and progress to parents
	Teachers make end of term judgements and submit data to Heads of School	Whole school data is used by Heads of School to complete tracking documents for all children.
	NFER tests for Reading and Maths are completed during Assessment Week.	Whole School Data Summary is submitted to the Executive Headteacher
Summer Term 1	May – Key Stage 1 SATs	Governors are provided with data from the Spring Term
	May – Key Stage 2 SATs	
	Teachers update any end of unit assessments at half term and adjust future planning accordingly.	
Summer Term 2	June – Year 1 Phonics Check	Whole school data is used by Heads of School to complete tracking documents for all children.
	June – Submit Early Years Foundation Stage data	
	June – Submit Key Stage 1 Teacher Assessments	Data submitted to the Executive Headteacher
	June – Submit Key Stage 2 Teacher Assessments	
	NFER tests for Reading and Maths are completed during Assessment Week.	All Governors receive a 'Statutory Data for Governors' document.
	Teachers make end of term judgements and submit data to Heads of School	
	End of year reports	

Tracking Attainment and Progress

Assessment is a regular agenda item at staff meetings. All staff understand the importance and purpose of ongoing assessment.

End of term assessment data for reading, writing, punctuation and grammar and mathematics is entered onto the school tracking system. The Head of School holds Pupil Progress meetings where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress are identified for intervention. The Executive Headteacher collates all data.

Reporting

Governing Body - The governors receive whole school data each term following the previous term's Assessment Week. Data is shared as a data overview and shows the % of each cohort at the age-related expectation (ARE) in Reading, Writing and Maths, as well as % of children making the expected progress since the previous term. Governors review the data and have the opportunity to ask the Heads of School or Executive Headteacher questions. If national comparator data is available this is also shared by the Executive Headteacher to enable comparison.

In the summer term, the Executive Headteacher creates a report which shows all federation data for the statutory assessment points. School leaders share which areas are priorities for the following year's learning improvement plan.

Parents - Parents are invited to attend two formal consultations per year (in the Autumn and Spring terms) in order to discuss their child's attainment progress.

Parents receive a written report each July which summarises the year's work across all subjects.

In addition:

- Children in the Reception year will be assessed against the 17 ELGs and the three characteristics of effective learning in the summer term and parents will receive their children's results.
- Parents of Year 1 children receive the results of the Year 1 Phonics Check.
- Year 2 and 6 parents also receive a summary of the National Curriculum standards their child has attained in their end of Key Stage tests.

Website – Schools publish data on their websites in accordance with DFE guidance. This is generally the latest end of Key Stage 2 statutory assessment data.

