Redhill Primary Academy
Assessment Policy

Signed

Mrs Beth Tutchener-Ellis, Chair of Governors
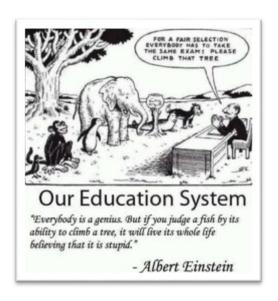
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Assessment at Redhill is purposeful and gives an insight into pupils' knowledge and understanding, allowing teachers to set realistic, yet challenging targets. It also measures better than and expected progress. Assessment is carried out daily through formative and summative methods to provide clear information on children's understanding of key knowledge, skills, and concepts and to ensure the application of these. Assessment may look very different from one child to the next, as all children have different starting places and learning styles.

Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

What should good assessment look like?
At Redhill, the overriding principle of good assessment is that it should be clearly tied to its intended purpose.

The three main forms of assessment at Redhill are:

1. Formative assessment- used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. This can include, probing questions, quick recap questions, scrutiny of work and through retrieval practice activities e.g. low stakes quizzing.

2. Summative assessment- enables schools to evaluate how much a pupil has learned at the end of a teaching period.

3. Nationally standardised summative assessments- used by the government to hold schools to account.

What will good practice look like?
Assessment will directly evaluate pupils' knowledge and understanding of curriculum requirements. This evaluation will be evident in books and lessons as a virtuous circle of teaching and learning. Teachers are able to identify any gaps in learning and this prompts the teacher to consider immediate intervention and/or future learning and teaching approaches. When children have recalled the skills taught and are able to apply them in their learning, they are deemed to be working securely at their age related expectation. The children will go on to develop their fluency and application within the curriculum before the next year's objectives are considered. We have developed a 'mastery' approach to learning so that all children are given the opportunity to apply their knowledge in different contexts and explain their understanding to others before moving onto the next year group's learning. Teaching and assessment continually reinforce each other and generate continuous improvement.

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Children's role in self-assessment.
The children will use the success criteria to evaluate their work, stemming from the lesson objective, giving them an insight into how successful they were. On occasion, it may be appropriate for the children to set their own criteria, thus empowering them in their learning. At times, the children will also be asked to peer assess against criteria to evaluate the piece of work. The children will identify what has been done well and a development point. This peer assessment begins in KS1 so that the children become more purposeful with their comments as they move through school. Children are given targets for Numeracy and Literacy by the class teacher and are made aware of what these mean. These targets may be referred to in guided group activities and will be signed off when the child has shown independence in the target. In Literacy and Numeracy, children are encouraged to reflect on their own development and progress, comparing their current work with that produced previously and with their own personal targets.

In Literacy:
At the start of any unit, the children complete a 'cold write'. This is a piece of unaided and untaught writing on the genre of the unit. From this piece of writing, targets will be set and lessons will be planned. The children may have some ownership of their targets through self-assessment. At the end of the unit, the children will complete a 'hot write'. The hot write should feature all the skills that have been taught over the duration of the unit. Self-assessment should allow the children to see what they can do now that they could not do previously.

In Numeracy:
Each unit will begin with the children explaining all they know about the unit through a pre-assessment style activity. This gives the children the opportunity to show their teachers exactly what knowledge and skills they have in that area of mathematics. Following this activity, targets will be set and at the end of the unit, the children will complete a post-assessment style activity to demonstrate the progress made over the unit of work.

Grids, which show what the children need to be demonstrating to prove that they are working at the expected standard, can be found in the back of the children's Literacy and Numeracy books. The older children will use these grids to inform their own target setting and even when developing their own success criteria.

Principles of in-school formative assessment
Formative assessment allows teachers to know whether children's knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. Teachers will be looking for whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence. Teachers will then communicate findings with the children, explaining what they need to do next. This might be done orally or in writing.

These assessments aid children in embedding knowledge into the long-term memory, concepts are revisited frequently throughout a year and across key stages to ensure that children are given the opportunity to retrieve this knowledge regularly in a variety of ways. Staff have invested a lot of time in researching the most up-to-date evidence from cognitive science so that children know more and remember more.

Information gained from formative assessments will be used to identify pupils who may need additional support and to inform future planning. Follow up action will be taken to not only 'plug' gaps in learning but also to explore ways in which children can apply their knowledge differently if they are already secure in their understanding.

Principles of in-school summative assessment
Summative assessment will be used to provide information to parents, provide the senior leadership team with data so that they can identify 'headlines' for the school, and in turn inform the strategic plan for the school. The assessments will also provide information on how secure a child was/is in their knowledge of the curriculum, which informs teachers' planning.

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Teachers will use Telford and Wrekin LA grid to assess the children in Reading, Writing and Maths. When the grids are used in conjunction with the children's work, they give an indication of where in the curriculum they are working and how secure they are. Assessments are recorded as E, D and S: a child may be Entering, Developing or Secure in a programme of study. These codes allow senior leaders to identify who is not on track to be secure by the end of the year and allows new teachers to see how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression. This knowledge supports the new teacher in differentiating the support given to pupils in the class to achieve their potential.

Assessments made throughout the year will be fed back to parents through parent consultation meetings and the annual report. In the annual report, we also consider the progress a child has made based on their starting place; this might highlight to parents that although their child is not working at the national expectation, their child has made exceptional progress.

Children will not be told whether they are entering, developing or secure, but instead targets will be given in writing and maths, so that the children are aware of what their next steps are.

The senior leadership team will evaluate data and conclude in reports considering:

- starting points of all children

- different groups of children

- progress

- attainment

- comparative data

- impact on school development plan

- CPD needed within school

Arrangements for the governance, management and evaluation of assessment
The headteacher and assessment coordinator are responsible for ensuring the assessment policy is maintained and followed. With feedback from teaching staff on everyday classroom practice, the senior leadership team are responsible for monitoring the effectiveness of assessment practices in the school. The policy and practices will be deemed effective when we have reliable robust data that can be used to form accurate judgements on progress and attainment.

To ensure judgements are accurate throughout school and across year groups we have moderation meetings before each data input. This gives teams a chance to analyse evidence and confirm judgements made. We have also set up links with other schools across Telford and Wrekin to confirm our assessment judgements and we regularly have Literacy and Numeracy consultants come into for moderation sessions. These links help ensure are judgements are accurate.

Information about how assessment outcomes will be collected and used

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Nursery	Entry date Nursery 1 and 2 Pupil progress meeting	Autumn assessments, Moderation and Report to parents	Pupil progress meetings	Spring assessment and moderation Report to parents	Pupil progress meetings	Summer assessment and moderation Report to parents
Reception	Baseline assessments Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	Pupil Progress meetings	Annual report Moderation and summer assessments
Year 1	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	Phonics assessment Pupil Progress meetings	Annual report Moderation and summer assessments
Year 2	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	National testing Pupil Progress meetings	Annual report Moderation and summer assessments
Year 3	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	Pupil Progress meetings	Annual report Moderation and summer assessments
Year 4	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	Pupil Progress meetings	Annual report Moderation and summer assessments
Year 5	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	Pupil Progress meetings	Annual report Moderation and summer assessments
Year 6	Pupil Progress meetings	Moderation and Autumn assessments	Pupil Progress meetings	Moderation and Spring assessments	National testing Pupil Progress meetings	Annual report Moderation and summer assessments

How is the data used?
The data collected will be used in the following ways:
- To inform future teaching.
- To identify vulnerable children/ groups.
- To check progress and attainment of all children.
- To inform future CPD.
- To be used as a discussion point in Pupil Progress meetings.
- To inform intervention planning.
- To provide evidence for Performance Management.
- To provide governing body with a clear picture of school achievements, attainment and progress.
- Some data will be sent to the government.

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Data is collected at three set times of the academic year. Assessment data will be used by SLT to inform the school development plan and to evaluate performance management targets set. Data will be shared with the SENCO as a means of identifying any children that may require additional support. Data will be inputted into OTrack (online data system) for SLT to use and for teachers to track progress.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently.
The headteacher and senior leadership team will ensure the staff are kept up to date with developments in assessment practise through appropriate CPD, staff meetings or PD days. There are a number of rigorous systems in place, which allow the senior leadership team to look at and monitor assessment practises within school. Lesson visits form part of this evidence base as do work scrutinies and pupil voice discussions. In lesson visits, the observer will be looking for methods of AfL and will be able to see how the teacher questions the children to elicit their understanding. Is the thinking and learning moved along using rich questioning? When SLT carry out work scrutinies, they identify if a child is working at an appropriate level. The books build a picture as to whether misconceptions are being picked up and if the teaching sequence shows clear progression but also readdresses learning when needed. Teacher focus groups demonstrate where the teacher has a clear understanding of the natural next steps in their learning. Pupil voice discussions allow teachers and leaders to check if knowledge has been embedded in children's long-term memory. Are children able to articulate their learning, explaining their knowledge about a concept that they did not have before teaching and learning took place?

Following any assessment course and/or updates, any new information will be shared in SLT and a decision will be made as to whether a whole school staff meeting is needed or if it can be disseminated in team meetings.

How are our judgements moderated?
To ensure consistency and accuracy in our judgements, time is taken to moderate assessments. Four staff meetings are set aside for moderation, where teams of teachers sit down with assessed books and look for the evidence to suggest they are working at the given level. Comparisons between parallel classes and teachers are made to ensure accuracy and consistency in judgements. As well as internal moderation, Redhill works closely with other schools to validate our assessment data. Cluster groups of schools get together to compare and finalise judgements. We also use money from the budget to buy in teaching and learning consultants who work with teachers on agreeing which level our children are operating at and next steps. As a school, we have begun to develop our own exemplification materials, which we are collating alongside documents produced by the governments. All of this helps to develop accurate judgements across school.

Detail about the approach to different forms of assessment
To get a true picture of the children's levels of attainment, we do not rely on only one form of assessment when making judgements. As well as teacher assessment, we use the interim teacher assessment framework grids, the use of Sheffield Stat materials and exemplifications, Telford and Wrekin LA documents, and we gather data from published assessments when appropriate.

In Literacy:
- Reading will be assessed through guided reading sessions and using published assessments where appropriate. Some of these guided reading sessions will have an assessment focus through the use of the Literacy Shed+ VIPERS scheme and Sheffield Stat materials will be updated as a result of these sessions.
- Writing will be assessed using the Telford and Wrekin materials. Children will be given the opportunity to write unaided at 3-4 pieces a term. This independent writing will form the evidence basis of the assessment.
- Spelling punctuation and grammar is assessed through independent work and through the use of published resources.

In Numeracy, teachers' judgements will be formed through evidence in maths books. The assessment materials we have developed will help support teachers with their judgements. Application of skills is key in this assessment. The children's work will be taken into consideration along with how the children perform against the key aspects of maths. Teachers will be looking for fluency, problem solving and

reasoning skills along with knowledge. <mark>The teachers may use Puma materials to support their assessments in maths.</mark>

In Literacy and Numeracy, the expectations are that by the end of the academic year the children will be secure in that particular year's curriculum.

Literacy and Numeracy	Autumn	Spring	Summer
Year 1	Entering 1	Developing 1	Secure 1
Year 2	Entering 2	Developing 2	Secure 2
Year 3	Entering 3	Developing 3	Secure 3
Year 4	Entering 4	Developing 4	Secure 4
Year 5	Entering 5	Developing 5	Secure 5
Year 6	Entering 6	Developing 6	Secure 6

What progress should the children make?
Over the course of the year, we are expecting the children to move 5 steps, from Entering to Entering+, developing, developing+ and then into the secure judgement. The + assessments allow us to show progression within the one judgement. Some children may not be entering the curriculum in September as they might still be working in the previous one; in this case we are still expecting them to make a minimum of 5 steps progress but these pupils will be targeted for additional support to reduce the attainment gap.

Through use of the steps, we will be able to measure the amount of children making expected progress but also identify the amount of children making better than expected progress.

For children with Special Educational Needs, it might sometimes be more appropriate that they are assessed against different criteria and through means that are more appropriate. Teachers make use of the PIVATS folder to assess children working below the national curriculum and use this to set targets. practical activities are carried out with key questions to probe knowledge, understanding and skills.

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