



## **Assessment and Statutory Assessment Policy**

**2020-2022**

(To be reviewed June 2022)

**Aim of the Langley Academy Trust:** To provide an outstanding education for every child in the trust through High aspirations and through the principles of quality learning using curiosity, exploration and discovery.

**Guiding principles:** At The Langley Heritage Primary Academy we recognise that quality classroom practice is the key to improving learning and pupil achievement. Where learning is engaging, exciting and motivating pupils will make at least good progress. Assessment of children's learning should be embedded in this practice to better inform how to support the child making good or rapid progress. The Early Years Foundation Stage (EYFS) and the National Curriculum are the basic elements at the heart of our learning and children are assessed against the statements outlined in each for GLD in EYFS and for Reading, Writing, Maths, Science and Spelling Punctuation and Grammar.

### **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
- The Langley Heritage Primary Academy guidelines for End of Key Stage assessments
- The Langley Heritage Primary Academy Controlled Assessment guidelines
- The Langley Heritage Primary Academy Risk Management Process for Examinations
- The policy is intended to ensure that test systems and procedures at the academy support pupils in being fully prepared for external assessments and test and that their potential for success is maximised.
- The School Senior Leadership Team is responsible for the organisation of entries, testing, dispatch of papers, correlation of results and certificates and all external returns or reports connected to the external examinations process within KS1 and KS2

### **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.

### **Assessment Beyond Levels at The Langley Heritage Primary**

Ten Principles of Assessment that are recognised and valued:

- Is part of effective learning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment
- Recognises all educational achievement

(Assessment Reform Group 2002)

### **Formative Assessment**

Assessment including marking, feedback, observations, questioning and discussion. This also includes providing clear learning objectives and success criteria for children and teachers to assess against every lesson. These are ongoing and are part of our best practice and CREATE approach to teaching and learning of the curriculum at The Langley Heritage Primary Academy.

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 learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

### **Summative Assessments**

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, term, programme, or school year.

- **School leaders** 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** evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** 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** stay informed about the achievement, progress and wider outcomes of their child across a period

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts against national benchmarks, 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

Statutory Summative assessments at The Langley Heritage Primary Academy consist of;

- EYFS – GLD (Statutory, Data submitted to LA)- JUNE
- The phonics screen check – Year 1 (Statutory, Data submitted to LA) - JUNE
- Key Stage 1 SATs – Year 2 (Statutory, Data submitted to LA) – MAY
- Year 4 times table Assessment test – (optional 2018-19; statutory from 2019-2020) - JAN
- Key Stage 2 SATs – Year 6 (Statutory, Data submitted to Primary Assessment Gateway, the administrative body for EOKS Assessments) - May

Non Statutory Summative assessment include

- Year 1 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms
- Year 2 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms
- Year 3 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms
- Year 4 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms

- Year 5 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms
- Year 6 Termly assessments Reading/Writing/Maths - end of Aut/Spr/Sum terms

Termly Reading Papers, SPAG and White Rose Maths assessments, modelled on End of Key Stage Assessments papers will be used to provide summative assessment at the end of each term. It provides teachers with an age standardised score so teachers can see how children are attaining throughout the year. The score system is benchmarked against the National Pass mark from the prior year. This will ensure that we are working towards the most up to date analysis of national data available.

The summative assessment will provide teachers with information they can use to monitor and support pupils' progress, attainment and wider outcomes. GAP's Analysis of each terms papers will be completed and used to inform planning of Warm Ups, Plenaries, boosters and focus groups to ensure children are not arriving in Year 6 with large Gaps.

All data will be entered into Sims by teachers by the established deadline set by the Headteacher and the SLT.

### **Teacher Assessment**

The list of National Curriculum objectives in order of year are recorded in the school's Management Information System. Each term, the terminology of working towards, emerging, expected and exceeding is used to judge achievement against the descriptors for each year group.

### **Base-lining**

The school has very clear base-lining procedures in place at the beginning of each year using the prior terms assessments to inform teachers of the children's current level within the core subjects. At the beginning of each unit of writing **cold tasks can be conducted in English books** and final **hot tasks are completed in Independent Writing books** and teachers **pre and post assessments** at the beginning and the end of Maths units.

### **Writing Assessments**

Teachers carry out weekly writing assessments where pieces of work will be marked in depth each week. Teachers assess using the school assessment sheet which includes the National Curriculum objectives for each year group, these are modelled on the new Statutory Framework for writing in place from 2018-19. This will inform future planning to enable children to make rapid and sustained progress. Pieces of independent writing is filed in books which will then go up to the next year group with the child.

### **Reading Assessments**

Teachers assess reading in multiple ways. Through guided reading teachers use the school assessment sheet which includes the National Curriculum objectives for each year group, these are modelled on the new Statutory Framework for reading in place from 2018-19. This will inform future planning to enable children to make rapid and sustained progress. Termly reading assessments are carried out and outcomes are used to inform overall teacher judgements which are inputted into Sims.

### **Math Assessments**

Teachers assess maths in multiple ways. Through maths sessions teachers assess and track outcomes against the white rose objectives (National Curriculum Objectives). They regularly input this into Classroom Monitor. These This will inform future planning to enable children to make rapid and sustained progress. Termly maths assessments are carried out and outcomes are used to inform overall teacher judgements which are inputted into Sims.

### **Overall Teacher Assessment**

When making a judgement about a child's attainment their test scores and teacher assessment will be taken into consideration and an overall judgement will be made.

### **Assessments of Geography, History, Art, DT, Science**

Assessments of the subjects above will be triangulated through rigorous monitoring and teacher assessment against the learning objectives established for each subject taught throughout each unit.

Subject Leaders will conduct Learning observations termly in their subject to ensure children are making progress in their learning and studying the age appropriate areas of study as established in the long term plans. They will monitor books half termly and analyse progress in terms of content taught and its application by the children. Class teachers will conduct a pre and post assessment of subjects at the beginning and end of a unit, children will sit a short quiz to assess factual understanding of a topic and again at the end. Progress will be measured against the Key Performance Indicators for the subject relative to the year group. Teachers will complete a unit monitoring sheet for each subject listed above and will give this to the Subject Leader at the end of each half term. Subject Leaders will use this to inform a termly report on their subject to SLT.

### **Assessments of Computing, French & PE**

Class teachers and the subject teachers will follow their established assessments as outlined in the Programmes of study for these subjects. They will report to SLT termly on their subjects.

### **Statutory Assessments - End of Key Stage Examinations and reporting on Teacher Assessment**

The policy below follows the statutory guidelines for external examination and reporting as laid out in the National curriculum assessments: key stage 1 & 2 tests guidance published by the Standards and testing agency and the Statutory requirements for EYFS – teacher assessment as outlined in the following documents below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/685241/2018\\_early\\_years\\_foundation\\_stage\\_assessment\\_and\\_reporting\\_arrangements.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/685241/2018_early_years_foundation_stage_assessment_and_reporting_arrangements.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/651757/2018\\_KS1\\_Assessment\\_and\\_Reporting\\_Arrangements\\_ARA\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/651757/2018_KS1_Assessment_and_Reporting_Arrangements_ARA_.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/651763/2018\\_KS2\\_Assessment\\_and\\_Reporting\\_Arrangements\\_ARA\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/651763/2018_KS2_Assessment_and_Reporting_Arrangements_ARA_.pdf)

### **End of key stage examinations sat at The Langley Heritage Primary Academy Primary Academy**

It is the responsibility of the Senior Leadership Team to organise the sitting of all end of key stage examinations in accordance with the regulations met by the awarding or organising bodies. The Senior Leadership Team are responsible for ensuring that Special Educational Needs student's requirements are met, in consultation with the SENCO.

Teachers will use the work produced by the children over the course of the year to assess the standards that they have reached at the end of the year. The teachers will be looking for the best performance of each pupils to make the judgement on their attainment. These 'Teacher Assessments' will be recorded and entered in Sims to be evaluated alongside any test assessment data. Together these will form an overall judgement on the child's ability within the given subjects of Reading and Maths for all year groups.

Writing will be assessed using teacher judgement for each completed piece of writing.

Mock assessments in Y6 will consist of a greater data harvest each half term consisting of Reading, Maths and Spelling Punctuation and Grammar assessments. These will be used to inform Pupil Progress meetings, booster groups and sets for English and Maths.

The Langley Heritage Primary Academy is responsible for ensuring all students have the best possible chances of success in external examinations

### **All examinations must therefore be carefully monitored as follows:**

The Langley Heritage Primary

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It is the responsibility of the Senior Leaders to:

- Annually check the current viability and any altered requirements of test guidance.
- Organise teaching and learning relevant to the published specifications so students can access exams.
- To inform the staff responsible for delivery and administration of any changes in examination procedures .
- Ensure that adequate planning and development occurs to ensure the effective organisation of new/changed examination procedures.
- If errors occur which may adversely affect student performance it is the responsibility of the members of staff administering the test to immediately inform the SLT. The SLT will then contact the relevant examination board and argue the case for the students concerned in an open manner and without delay.
- Accurate completion of declaration sheets.

**The outline for examination entries is as follows:**

- SLT are responsible for the entire KS1 and KS2 process for test registration via Primary Assessment Gateway. Staff are issued with teaching group lists. These are marked to indicate possible entries and returned to the SLT, who checks for anomalies and queries regarding URN numbers, dates of birth and Spellings of names.
- Applications for special considerations must be part of normal classroom practice and with reasonable support of the child. These will be a decision made by SLT after consultation with class teachers. All staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- All test administration will be done in accordance with the relevant guidelines as outlined on the websites below

<https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

**Special Educational Needs**

A children's special needs requirements are determined by the SENCO. Through the annually published SEN register and regular updates as carried out as a normal procedure by the SENCO, the SENCO will inform teachers of children's with special educational needs who are embarking on an exam. It is the personal responsibility of all teachers to check the SEN register to be informed of SEN students in their classes. The SENCO can then inform individual staff of any special arrangements that individual children may be granted during the course and in the examination.

**Access Arrangements**

Making special arrangements for children's to take exams is the responsibility of the SENCO and the SLT. Submitting completed access arrangements to Primary Assessment Gateway is the responsibility of the SENCO, who would inform the SLT upon successful completion of the task. Rooming for access arrangements will be arranged by the SENCO with the SLT. LSA support for access arrangement children's will be organised by the SENCO.

**Managing Invigilators and Examination Days**

SLT will oversee the entire assessment process and work in accordance with the guidelines and suggestions made by DFE which can be seen in the Primary Assessment Gateway. SLT will ensure that there is a secure storage area for the storage of test papers and will ensure there are always two people together when accessing/storing the examination materials. SLT will act in accordance with the guidance and ensure that external monitoring visits conducted by the LA and a member of the LGB to check that procedures are followed occur throughout the examination periods.

**Managing Invigilators and Examination Days**

Internal staff will be used for invigilation and examination supervision. The recruitment of invigilators is the responsibility of the SLT. The SLT will assign a lead invigilator to each classroom being used for testing.

Guidance found in the below websites will be followed to support the organisation of invigilators and moderators.

<https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

### **Examinations Expectations and Conduct**

It is the responsibility of the SLT to inform students/parents of the overall code of conduct required in examinations at a meeting for parents held in September and January. A later meeting before the SATs will be held with parents regarding emotional wellbeing of the children during the examination process.

It is the responsibility of teachers to ensure students are aware of the requirements of the examination and the equipment/resources required. Students should be familiar with the format of the examinations via their teachers. Mock exam weeks will be held over the course of the year to help better prepare the children for the process.

### **Special Consideration**

Should a children be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the Staff and SLT's responsibility to follow the guidelines outlined in the documents below.

<https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

### **Classroom and Seating arrangements for Statutory Examinations**

- Students in Years 2 and 6, where possible will be sat at the same desk for each of their examinations. All Year 6 examinations will take place in their classrooms and the year 5 classrooms.
- Students with Access Arrangements will sit all their examinations in allocated rooms
- Students in Years 5 will be relocated to the library and ICT suite on a rotation system.

### **Results**

Children/Parents will receive individual results slips on results days in person at the centre/by post to their home address. The Langley Heritage Primary Academy Appeals Policy on Internal Assessments for External Qualifications In accordance with the Code of Practice for the conduct of external qualifications produced by STA, Primary Assessment Gateway and the local authority guidelines.

### **The Langley Heritage Primary Academy is committed to ensuring that:**

- Internal assessments are conducted by staffs that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by the children has been produced and authenticated according to the requirements of the specification.
- The consistency of the internal assessment is secured through internal standardisation as necessary.
- The Staff responsible for internal standardisation attend any compulsory training sessions.

### **Review System for EOKS 2 Assessments**

After the release of examination results, the school has the right to apply to the awarding body, Through Primary Assessment Gateway, for a review of their result if they consider the grade to be too inaccurate. This can take the form of a clerical check or a full re-mark of an examination paper or papers at a cost incurred by the school on a per child basis. This procedure has a short deadline, the last and appeals will be returned to the school by the date outlined in the annual administrative guidance document and therefore any requests must be carried out quickly within the strict deadlines outlined below.

The Langley Heritage Primary Academy advises any parents who have concerns about a grade awarded for a subject to come and talk their concern through with the SLT within two calendar weeks of the issue of results.

**Primary Assessment Gateway the administrative body for EOKS assessments does not here appeals from parents or carers.**

**Further information regarding the review process can be accessed here:**

<https://www.gov.uk/guidance/key-stage-2-tests-how-to-apply-for-a-review-of-key-stage-2-results#the-review-process>

### **Independent Writing Assessment Policy**

Independent writing assessment is internal assessment that replaces a Standardised writing test from 2014. It has been introduced by the STA and Curriculum Development Agency to address some of the issues raised in the level of work produced in controlled assessments.

### **Assessment aims**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.

## **FOR INTERNAL USE ONLY:**

### **Risk Management Process - Example risks and issues:**

- Staff Forward planning
- Ensure assessment schedule does not clash with other activities
- Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning
- Plan dates in consultation with school calendar – negotiate with other parties
- Follow assessment cycle calendar
- Space assessments to at least allow children sometime between assessments
- Ensure sufficient space in classrooms for children
- Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct assessments.
- Use more than one classroom or multiple sittings where necessary.
- Careful planning ahead and booking of rooms /facilities.
- IT system available on day of assessment.
- Download tasks well ahead of scheduled assessment date in all cases.
- Book IT equipment well ahead and download tasks before scheduled date of assessment.
- Teaching staff able to access assessment delivery details when conducting assessments.
- Test secure access rights ahead of schedule every year and every session.
- Make sure task is valid for the year of entry
- Absent children - Children absent for all or part of assessment (various reasons). Plan alternative session(s) for children using Primary Assessment Gateway
- Ensure teaching staff know what level of support is applicable and understand what is involved.
- Supervision

- Teaching staff understand supervision of controlled assessment is their responsibility
- Ensure teaching staff understand nature of controlled assessments and their role in supervision
- Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising
- A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the STA specification.
- Children's tests must be kept secure before, during and after assessment
- Define appropriate level of security, in line with awarding body requirements
- Take materials to secure storage
- Ensure sufficient and secure storage space
- Look at provision for suitable storage early in the year
- Find alternative spaces to conduct assessments – TLAP/TLA/EBC
- Deadlines for marking and/or paperwork are shared and met by teaching staff
- Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete paperwork so the exams can be processed and send off marks ahead of any deadlines
- Seek guidance from STA/Primary Assessment Gateway

### **Emergency evacuation procedure for examinations**

The invigilator must take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the children from writing.
- Collect the attendance register (in order to ensure all children are present).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise children to leave all question papers and scripts in the examination room.
- Children should leave the room in silence.
- Make sure that the children are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the children the full working time set for the examination.
- If there are only a few children, consider the possibility of taking the children (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident via Primary Assessment Gateway

For further guidance seek advice from the websites below:

<https://www.gov.uk/government/publications/key-stage-1-tests-test-administration-guidance-tag>

<https://www.gov.uk/government/publications/key-stage-2-tests-test-administration-guidance-tag>

<https://ncatools.education.gov.uk/>

**Review Date: January 2020**

**Ratified Date: January 2020**

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**Date of next Review: June 2022**