

ASSESSMENT POLICY

January 2023

At Silverdale Primary Academy, we are committed to creating a quality teaching and learning environment with high achievement as our aim. We recognise that not all worthwhile things can be formally measured and therefore we celebrate all achievement.

AIMS OF ASSESSMENT AT SILVERDALE PRIMARY ACADEMY:

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils to identify priorities for academy improvement.

Assessment consists of two main areas:

ASSESSMENT FOR LEARNING

This is an integral part of the teaching and learning process at Silverdale Primary Academy. It includes:

- Formative assessment – in the academy formative assessment helps pupils to measure knowledge and understanding against essential objectives and wider outcomes and to identify where they need to improve in each subject.
- Summative assessment – in school summative assessment provides pupils with information about how well they are acquiring knowledge understanding and skills in the different subjects. It should be used to provide feedback on how they can continue to improve.
- Evaluative assessment - informing the strategic planning and direction of the whole academy by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

ASSESSMENT OF LEARNING

- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

OUR PRINCIPLES FOR THE USE OF ASSESSMENT

In order for any type of assessment to have an impact on learning, we feel it must be:

- Positive
- Manageable
- Useful and used, i.e. highlighting misconceptions
- Part of the learning process
- Consistent
- Inform Curriculum design

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this.

Therefore, we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to children; presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and adjusted for learning.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the academy and comparable in a wider context, through regular moderation.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child’s progress at key points in the year and more frequently, if appropriate.

STRATEGIES FOR ASSESSMENT

In order for assessment to play a more constructive role in the learning process and to genuinely promote life-long learning, pupils need to be actively involved.

This will include, but is not an exclusive list:

<ul style="list-style-type: none">• Sharing learning objectives• Sharing checklists to support children’s successes• Self-marking• Teach me; Tell me• Games to recall facts• Teacher and/ or Support Staff Helicoptering• Flexible groupings	<ul style="list-style-type: none">• Use of Post-its for observations• Questioning• Low stakes quizzes• Daily review of prior learning• Time provided for editing/improving work• Peer assessment (eg: talk or response partners)• “Live” marking for instant feedback
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Feedback and Marking

See Feedback & Marking Policy

Targeted Teaching

Some pupils have individual learning targets they are working towards. These have been shared by teachers and teaching assistants.

Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own SEND Support Plans which detail individualised targets and intervention strategies to support their learning at the academy. These are also shared with parents.

Tracking Pupil Progress

Using data from ongoing assessment and tests, we track the progress of all pupils in English and Mathematics. We also use this data to identify groups and individuals who require support or specific intervention work. In other subject areas, subject leaders track progress across the academy through analysis of assessment information, work scrutiny, pupil discussion and teacher dialogue. As an Academy we are moving towards subject leaders collecting portfolios of work as exemplar material of age-related expectations. (This is currently being trialled by the Science Team)

SHARING ASSESSMENT INFORMATION

Reporting to Parents

Annual reports to parents will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Reporting to the Trust

The Academy reports English and Maths data three times a year to the University of Brighton Academy Trust (UoBAT).

Reporting to Governors

The Principal will report to the Local Governing Board on standards and academy improvement – including analysis of attainment and progress data - on a termly basis.

APPLICATION

This section details the various assessment methods and practices used at Silverdale Primary Academy through which we ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and their level of development. It is with a combination of formative and summative assessment, that an overall teacher assessment is made.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Silverdale. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- Ongoing assessment against National Curriculum objectives throughout each lesson through questioning, observation and dialogue.
- Setting clear learning objectives – children knowing what they are being asked to learn and why.
- Providing progress checks using check lists shared with the children.
- Feedback (can be written or verbal).
- Providing assessment tasks to assess the way children apply their skills and knowledge. (Can children demonstrate they have truly mastered their learning? Eg: by solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing, creating, proving.)
- Work scrutiny and moderation

Summative Assessment – Years 1-6

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment.

- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1.
- End of KS1 (Year 2) teacher assessments (using standardised assessment tests to help inform judgements) - Reading Comprehension and Maths.
- Year 4 Multiplication Tables Check (June)
- End of KS2 (Year 6) standardised assessment tests - SATs - Reading Comprehension, Maths, Grammar, Punctuation & Spelling.
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly review of SEN Support Plan for pupils with SEND

Pupils' writing is assessed against Assessment Frameworks, which outline the curriculum expectations for each year group. Assessment processes for EYFS are detailed within a separate section of this policy.

Progress

Progress at the end of each curriculum year: Years 1-6

Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard; working at the expected standard; working towards the expected standard; working below the expected standard.

It is against these measures and according to Age Related Expectations, we measure progress and based on overall teacher assessment, decide upon the key outcome at the end of each curriculum year. For example:

Working below – Pupils working below the expected standard for the year group	Working towards – Pupils working towards the expected standard	Achieved – Pupils working at the expected standard	Working at greater depth – Pupils working at a level beyond the expected standard for the year group
A child who is working at a National Curriculum standard, but below that of their own year group.	A child who can has achieved some of the objectives set out in the curriculum for their year group.	A child who has achieved most of the learning objectives set out in the curriculum for their year group.	A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application.

Progress between terms: Years 1 – 6

There are three data capture points through the academic year, teacher assessments are made, using the combination of formative and summative assessment, to decide how well a child has met the learning objectives for English and Maths during a given period of time.

Data Collection

The academy uses Sonar as its data management system. Input of data takes place 3 times per year during autumn, spring and summer terms. The data is anonymised and reported to Governors.

Teacher assessment forms the basis of feedback at the formal parent consultations in the spring term and is reported to parents as part of the end of year formal written reports.

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (including senior and middle leaders) and children to ensure that our assessment aims continue.

Meaningful and useful information about the pupils' achievement and progress transfers with the pupils as they move from class to class and from one Phase or Key Stage to another.

Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals.

Target Setting

Pupil progress meetings take place termly (Three times a year) with all teachers.

At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime Areas	Specific Areas
<ul style="list-style-type: none"> • Personal, Social and Emotional • Physical Development • Communication and Language 	<ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary academy.

The assessment is not intended to provide diagnostic information about pupils' areas for development.

The assessment takes the form of a twenty minute 1:1 session with the teacher.

Staff enter baseline assessment data into the Management System to track pupil progress

EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

MONITORING AND EVALUATION

SLT and Subject Leads will ensure this policy is implemented consistently throughout the academy.

This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole academy will be considered for inclusion in the academy development plan.

January 2023

To be reviewed in January 2025 (or in response to national directives)