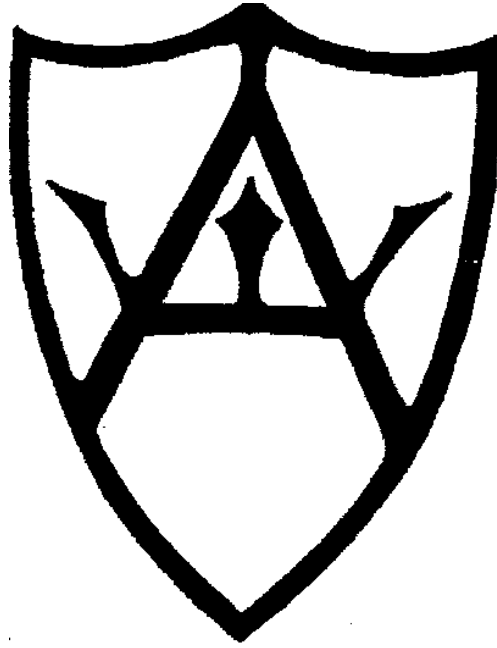


Alfriston School



Assessment Policy

**(in collaboration with our
Ringmer Alliance of Schools)**

Agreed by all staff: Feb 2016

Approved by FGB: March 2016

Vision

The Ringmer Assessment Procedure assesses pupils against the National Curriculum Objectives. Pupils are assigned a standard based on percentage of objectives achieved.

1 **The principles and aims of assessment**

There are three broad overarching forms of assessment. These are:

- Day-to-day in-school formative assessment, including questioning, feedback and marking of pupils' work, observational assessment, and scanning of pupils' work.
- In-summative assessment, including end of year/topic tests, and reviews for pupils with SEN.
- National Curriculum tests at the end of Key Stage 2; National Curriculum teacher assessments at the end of Key Stage 1; Phonics Screening Year 1 and some Year 2 pupils; EYFS Baseline.

The primary purposes of day-to day formative assessment are:

- To help **pupils** measure their knowledge and understanding against learning objectives, and to identify where they need to target their efforts to improve.
- To provide **parents** with a broad picture of where their children's strengths and weaknesses lie, and what they need to do to improve. This reinforces the partnership between parents and the school in supporting their children's education.
- To enable **teachers** to identify when pupils are struggling, when they have consolidated learning, and when they are ready to progress. It supports teachers to provide appropriate support or enrichment as necessary, and enables them to evaluate their own teaching and plan future lessons accordingly.
- To assure **school leaders** that every child will be appropriately supported and planned for to make progress and meet expectations.

The primary purposes of in-school summative assessment are:

- To provide **pupils** with information about how well they have learned and understood a topic, and how they can continue to improve.
- To inform **parents** about the achievement and progress of their children over a period of time.
- To enable **teachers** to evaluate pupil learning at the end of a period, and to plan for subsequent teaching and learning.

- To enable **school leaders** to monitor the performance of individual pupils and pupil groups, to identify required interventions, and to work with teachers to ensure that all pupils (e.g. Pupil Premium and SEND) are supported to achieve sufficient progress and expected attainment.

The primary purposes of nationally standardised summative assessment are:

- To provide **pupils** and **parents** with information on how pupils are performing in comparison to pupils nationally, and to provide **parents** with information on how the school is performing in comparison to schools nationally.
- To help **teachers** understand national expectations and assess their own performance in the broader national context.
- To enable **school leaders** and **governors** to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

2 Arrangements for the governance, management and evaluation of assessment

The Assessment Policy is the responsibility of the Assessment Lead (the Headteacher) within the school and is reviewed by the teaching staff and the Governing Body on an annual basis.

Class teachers are responsible for the ongoing assessment of curriculum subjects. Assessments of core subjects are recorded using the SIMS programme as follows: Assessments for reading, writing, mathematics and science are reported 6 times each year.

Subject leaders are responsible for leading regular moderation of assessment of core subjects in school, working with class teachers and in collaboration with external agencies as appropriate, for example, schools within the alliance and School Improvement Partners to ensure that assessments are effective and supported by evidence. Regular monitoring (including lesson observations, scrutiny of planning and children's work, pupil interviews) by subject leaders and the school leadership team support the moderation of assessment.

The Assessment Lead within the school is responsible for ensuring that the reporting of assessments is up-to-date and that these form the basis for Pupil Progress meetings during the course of the year, attended by the Assessment Lead/Headteacher, SENDCo, Class Teacher, Teaching Assistants, and INAs where appropriate.

The School Development Plan sets out the priorities for assessment and moderation and the Headteacher reports whole school assessment

overviews to the Governing Body who have responsibility for ensuring that the SDP is implemented rigorously.

3 Information about how assessment outcomes will be collected and used

Teachers will assess against the National Curriculum Objectives in reading, writing, maths and science and will give an overall standard for each pupil, depending on the percentage of objectives achieved (see Appendix A *percentage table*). Assessment data for reading, writing, maths and science will be submitted to the Assessment Lead via SIMS whole school tracking system at the end of each term followed by a pupil progress meeting to further discuss the progress of each year group.

The assessment data and class team discussions at pupil progress meetings will be used to plan interventions for pupils who are at risk of not making progress or achieving the National Standard by the end of the academic year. Specific next steps or objectives will be shared with pupils throughout the year and formally shared with parents in Term 3 (at Parent Consultation meetings and in the Mid-Year Report) and an overall standard will be shared in Term 6 (in the end-of-year Report).

Teachers will use the Ringmer Alliance procedure for assessment, using SIMS to input a percentage for each child in reading, writing, maths and science and then use the SIMS programme to generate the required statistical and comparative information. Teachers will be required to generate information that compares the progress of SEN, disadvantaged and gender groups, as well as information about which children are at risk at not achieving the National Standard in reading, writing and maths combined.

For some pupils with specific learning needs, it may be necessary to collect additional information, such as reading ages, using a range of resources.

4 Arrangements for ensuring teachers are able to conduct assessment competently and confidently

The school has an Assessment Lead (the Headteacher) who is responsible for ensuring that all teachers understand the Ringmer Alliance procedure and will facilitate training when necessary. The Assessment Lead should keep up to date with statutory changes from the DfE and good practice in other establishments and share it with other staff if appropriate. They are also responsible for reporting to governors regarding assessment in the school and liaising with colleagues in the Ringmer Alliance.

5 **Approaches to different forms of assessment**

The school embraces a growth mindset ethos and places great importance on our five agreed 'Life Values' – collaboration, curiosity, determination, creativity and independence. The teachers and support staff question pupils, assess their work, and listen to talk partner conversations in order to assess their skills, knowledge and understanding in the current area of learning. This assessment determines whether the pupils work on consolidation or enrichment in follow-up lessons. It also enables the teacher to identify gaps and misconceptions so that the teacher can plan effectively for those lessons. Questioning and enrichment are influenced by Bloom's Taxonomy.

Teachers provide formative assessment to pupils through marking and feedback. Pupils are given regular time to respond to teacher marking and feedback, and to improve their work accordingly. Pupils are also encouraged to reflect on and assess their own learning, as well as that of their peers.

See Appendix B for the Assessment Schedule.

6 **Implementation**

Assessment practices within the school have been developed by the school staff and discussed with pupils, parents and the Governing Body to ensure a shared understanding of the procedures and practice in school.

Parental understanding is important to enable them to support their children's learning. Outcomes of assessments are shared at Parent Consultation meetings twice each year and in the annual summative written report.

Practice and outcomes are shared in order to maintain a dialogue and to allow policy to evolve to allow for continuing improvement.

Appendix A

KPI – Key Performance Indicator

NCO – National Curriculum Objectives

For Maths (year 1 – 6) and English (year 1, 2, 4, 6)

Working Below the Expected Standard	Working Towards Expected Standard			Working At Expected Standard	Working at Greater Depth within the Expected Standard
0-30% of KPIs or NCO	31-45% of KPIs or NCO	46-60% of KPIs or NCO	61%-74% of KPIs or NCO	75-94% of KPIs or NCO	95% + of KPIs or NCO
Assess at previous year group (or lower)				Secure understanding of main skills in a familiar context	Evidence of a depth of knowledge and understanding.

For year 3 and 5 English only

Working Below the Expected Standard	Working Towards Expected Standard			Working At Expected Standard	Working at Greater Depth within the Expected Standard
0-10% of KPIs or NCO	11-20% of KPIs or NCO	21-30% of KPIs or NCO	31%-40% of KPIs or NCO	41 – 50% of KPIs or NCO	51% + of KPIs or NCO
Assess at previous year group (or lower)				Secure understanding of main skills in a familiar context	Evidence of a depth of knowledge and understanding.

Appendix B**Assessment Schedule**

	Statutory Assessments	In School Assessments
EYFS	<ul style="list-style-type: none"> • Baseline • Early Years Profile 	Speech Link (as necessary) Language Link (as necessary) Ongoing phonics assessments (as necessary)
Year 1	<ul style="list-style-type: none"> • Phonics Screening 	Ongoing phonics assessments (as necessary)
Year 2	<ul style="list-style-type: none"> • Phonics Screening (where necessary) • English reading Paper 1: combined reading prompt and answer booklet • English reading Paper 2: reading booklet and reading answer booklet • English grammar, punctuation and spelling Paper 1: spelling • English grammar, punctuation and spelling Paper 2: questions • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning • Teacher Assessment Submitted 	Young's Parallel Spelling tests (September and February) Ongoing phonics assessments (as necessary)
Year 3		Young's Parallel Spelling tests (September and February) Burt's Reading Test (September) Formal assessments: English (Reading, GPS) and Maths, using sample or past papers (Terms 3 and 5)
Year 4		Young's Parallel Spelling tests (September and February) Burt's Reading Test (September) Formal assessments: English (Reading, GPS) and Maths, using sample or past papers (Terms 3 and 5)

Year 5		<p>Young's Parallel Spelling tests (September and February)</p> <p>Burt's Reading Test (September)</p> <p>Formal assessments: English (Reading, GPS) and Maths, using sample or past papers (Terms 3 and 5)</p>
Year 6	<ul style="list-style-type: none"> • English reading: reading booklet and associated answer booklet • English grammar, punctuation and spelling Paper 1: short answer questions • English grammar, punctuation and spelling Paper 2: spelling • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning • Mathematics Paper 3: reasoning 	<p>Young's Parallel Spelling tests (September and February)</p> <p>Burt's Reading Test (September)</p> <p>Interim assessments: English (Reading, GPS) and Maths, using sample or past papers (Term 3)</p>
Other assessments that are used (eg. for SEND and Pupil Premium)		
May include Dyslexia Screening, miscue analysis, etc.		