

## Assessment Policy and Practice- Trimley St Mary Primary School



### Statement of intent

At Trimley St Mary Primary School, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual targets/next steps
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

This policy also complies with the recommendations proposed in the Assessment Without Levels Commission Report<sup>1</sup> and DfE guidance on assessment and accountability reforms for primary schools.<sup>2</sup>

**Assessment** is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

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<sup>1</sup> DfE and Standards and Testing Agency (2015) 'Commission on Assessment Without Levels: Final Report'

<sup>2</sup> DfE (2014) 'Reforming assessment and accountability for primary schools'

**Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**Summative assessment:** Activities which assess final achievement at the end of the year.

**Pupil Passports:** An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

**Better Blue Feedback:** A strategy which is used across the school captured at the moment, indicating where a learner has responded to feedback and improved an aspect of their work or self-evaluation

**Pink and Green:** A strategy of highlighting where learning objective have been met; response is highly accurate and green where an incorrect response has been made.

### **Types of Assessment**

Trimley St Mary Primary School acknowledges that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment carried out may include:

oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, post-it note observations, photographs and film and recording using different technologies, assessment of exemplar work of a range including examples of working that would be assessed and working towards , at expected or at greater depth across a curriculum banding, written feedback that links to assessment criteria, and use of formal test / SAT type materials.

### **Developing independence**

Teachers will provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement.

This may include:

Self /peer marking against the learning objective, random reporter feedback, summarising T-P-S (Think, pair share) two stars and a wish (identifying two ways in which the work meets the learning objective and one item that could be improved), self-evaluation using traffic lights/smiley faces and highlighting or annotating pupils' own or a peer's work to demonstrate appropriate features or use of criteria etc

A key feature of self -assessment and peer assessment is through the opportunities to learn through the 8C's curriculum. At Trimley St Mary significant emphasis is placed upon these attributes common to successful learners. Children discuss the key learning skills they are employing and rate themselves according to the milestone appropriate to their developmental area.

## Assessment of learning in the Core Subjects.

Pupils progress across across the core subjects is collated as steps to mastery through a series of key indicators or skills reflecting the national curriculum and the year group banded expectations.

At Trimley St Mary progress is measured in steps across bands, however childrens' staring points are within the band that is most appropriate to their stage at a particular moment in time. (Pupils do not all start at the beginning of the year group in which they fall by default)

Process:-

Pupils' progress is tracked through each band which has 6 steps using Essex target tracker

Beginning, Beginning+/- Working within Working within +/- secure, secure+/-

At Trimley we aim for accelerated progress with 6pts per year, however 4 pts is good progress on average per year.

Over the course of assessment period information is added and collated and analysed on termly basis identifying progress across all groups. This information is used to evaluate Year group RAPs through pupil progress meetings.

Moderation of assessment information takes place within phases to ensure accuracy. Book sampling and exemplar materials are also used to ensure consistency.

Pupil progress and attainment across the core subjects is communicated on a termly basis to parents through a termly report and parents evening. The Summer Term Annual Report also contains a reflective pupil page, where children talk about their learning over the year a cross the curriculum

Each Term phases provide "Fabulous Finishers" - an opportunity for parents to come in and for children to share their learning with them. These can take a variety of forms but provide pupils time to talk articulate explain and demonstrate to a significant other the progress they have made across the foundation subjects.

## Assessment of learning in the Foundation Subjects.

### **Assessing mastery**

The B.A.D cognitive domains describe a pupil's level of understanding of areas of the curriculum. At the basic stage of understanding, pupils are mostly reliant on instructional teaching. At the advancing stage, learning is underpinned by making decisions and applying knowledge and skills to a range of different and diverse situations. At the deep stage, pupils show a high level of understanding by drawing upon their knowledge and skills and skillfully and creatively solving non-routine and often abstract problems.

End of unit assessments are undertaken to inform planning and provision within the foundation subjects across three milestones- ie at end of KS1, Yr3/4 and Yr5/6. Our curriculum facilitates challenge and these detailed milestones enable us to capture this information at end of units, over the course of a series of lessons or longer periods of time.

BASIC	<b>Remembering</b> find or remember information	List find identify describe locate memorise define
	<b>Understanding</b> and making sense out of the information	Interpret , summarise explain paraphrase discuss
Advancing	<b>Applying</b> Use information in a new but similar situation	Use, draw, diagram, make a chart apply solve calculate infer

	<b>Analysing</b> Take information apart and explore relationship	Categorise, examine, compare, contrast, organise
DEEP	<b>Creating</b> Use info to create something new	Design, build, construct, plan, produce, devise, invent
	<b>Evaluating</b> Critically examine information and judgements	Judge, test, critique, defend, criticise.

### **Use of tests and Statutory Testing**

The school uses statutory testing outcomes to identify gaps, evaluate provision and feed into school self- evaluation. However we do not use formal testing excessively, as we feel we have accurate information about pupil progress through other means. Eg call outs, post-its focussed observations, talking feedback, better blue. Teachers explain that micro test for tables, spellings, fluent in five are informative, and clearly demonstrate progress over time.

At Trimley St Mary we follow the advice provided by an inspector in 2014 who said:

*“If you focus upon the progress of each and every individual child then the attainment will take care of itself”*

As a school other tests are used to provide benchmark information but tests and test practice don not drive the curriculum and therefore assessment of that curriculum. Test type experiences, question types and other challenges are built into learning to enable children to become familiar with the variation and develop stamina for test periods. We do not use a suite of tests however the following test are used diagnostically. Young’s Spelling a specific diagnostic screening tools, THRIVE needs analysis.

- EYFS Baseline followed by gap analysis informing provision
- Yr2 Better blue book marks and interim assessment across the year- collecting evidence
- Yr4 Purim diagnostic indicators across core subjects
- Yr6 Baseline Assessment immediately at the beginning of Yr6- plotting progress through additional
- spreadsheet traffic light system- identifying gaps informing provision.
- Systems for tracking and gaining evidential support for statutory monitoring at the end of Yr6 and Yr2 have been devised by staff and develop as staff continue to evaluate the effectiveness.
- Yr1 Schools own devised interim based upon age related expectations.
- Yr3 Schools own devised interim based upon age related expectations.
- Yr5 Schools own devised interim based upon age related expectations.

Systems for tracking and gaining evidential support for statutory monitoring at the end of Yr6 and Yr2 have been devised by staff and develop as staff continue to evaluate the effectiveness.

### **The 8Cs CURIOSITY, CAPABILITY, CRAFTSMANSHIP, COLLABORATION, CRITICAL THINKING, CREATIVITY, COMMUNICATION, COMMITMENT**

Our 8C’s Curriculum supports children to develop the skills required of successful learners. Self, peer and adults use the language of the 8C’s to empower and promote their importance. 8Cs stickers and booklets assigned to milestones ensure there is a progressing of skill development. This information is celebrated through nomination during achievement assemblies as well. These skills are also share with parents in half termly reports.

**Moderation**

The school openly embraces opportunities for moderation and meets with other across the cluster of schools and through LA scheduled events.

Reviewing our assessment policy and practice document in line with our curriculum policies takes place as both are reviewed and effectiveness evaluated.

**September 2018**