



Assessment Policy

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Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

Our Curriculum Drivers



Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our values.

Respect

Compassion

Courage

Forgiveness

Generosity

Service

Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE's RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its school's premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

1. Aims

At Rosehill Methodist Primary Academy, we are happy, academically ambitious and inclusive - everything we do is underpinned by our Christian values of Respect, Compassion, Courage, Forgiveness, Generosity and Service.

We believe that all our children, regardless of their starting point, should be able to achieve their full potential through quality teaching and learning opportunities coupled with assessment for and of learning. We believe then that the key aim of assessment is to **support pupil achievement and progress**.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.
- Ensure children who are working at a higher level are suitably challenged in all lessons
- Provide opportunities for children to revisit previous learning from their current and previous year to aid retention of knowledge.

2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles

The principles that underpin assessment at Rosehill Methodist Primary Academy are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

Assessment at Rosehill Methodist Primary Academy is a continual process and is incorporated systematically into our teaching strategies with the aim of promoting better than expected progress for all pupils. Our aim is to ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. Pupils have an active role in their own assessment, identifying their own learning needs and how they could improve their work. They are continually encouraged to be reflective and have a good understanding of their own strengths and how they can develop their learning further. All our assessment has a clear purpose and is done without adding unnecessarily to teachers' workload.

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

- Positive
- Manageable
- Useful and used
- Consistent

As outlined in the Epworth Education Trust Teaching and Learning model, teachers will:

- Use summative assessment to utilise gap analysis to inform how to adapt planning and identify interventions (assessment of learning).
- In lessons use formative assessment to adapt explanations, tasks and activities to reflect the levels of understanding pupils are demonstrating (assessment for learning).

4. Assessment Approaches

There are three main types of assessment used at Rosehill Methodist Primary Academy:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

4.1 Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers may choose to focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment based on individual learning objectives and success criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Mastery Learning

‘Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end’, (Commission on Assessment Without Levels).

Formative assessment is used to show what pupils have learned well and what they still need to work on and identifies specific ‘corrective’ activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

4.2 Procedures – Summative Assessment

Non statutory summative assessment at Rosehill Methodist Primary Academy takes the following forms:

- Termly NTS tests in reading, SPaG and mathematics in Y1 – Y5 with question level analysis using MARK to inform future teaching
- Termly writing assessment – moderated internally and more widely across the trust (termly)
- Half termly Phonics Screening Check for children in Y1-Y3
- Half Termly Read Write Inc phonic assessments for all children in Y1 and then identified children in Y2 upwards, based on previous assessment.
- Half termly times table assessment to generate heatmaps to inform next steps
- End point assessments in science and foundation subjects to inform of any end points which have not been learned/retained by children and need further teaching
- Those children working outside their year group will complete appropriate summative assessments at the year group they are currently working within. They will be assessed formatively using Steps, B-Squared or PIVATS and progress in this will be reported termly at their reviews.
- Early Years will record children as being ‘on track’ or ‘not on track’ termly in each of the areas using the EYFS assessment guidance toolkit. Information from this will be used to formulate the interventions and targeted support taking place in the next term.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to 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** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage Baseline at the start of reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1 and for those in Year 2 who didn't meet the expected standard in Year 1
- Multiplication check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage KS 1 (year 2 – now optional) and KS2 (year 6)

5. Collecting and Using Data

Assessment data for reading, writing, SPaG (KS2) and maths will be inputted into FFT Aspire termly using our assessment system codes. These are teacher assessments which are informed by the summative tests children have completed. These will typically match and where they don't, discussion will take place in data meetings. Teachers will record them on our system as follows:

Below (B), Working Towards minus (WTS), Working Towards (WTS), Working Towards Plus (WTS+), National minus (N-), National (N), National plus (N+), Above minus (A-), Above (A), Above plus (A+)

If a child cannot access the curriculum at their chronological age then they will be assessed according to whichever year group curriculum they are working on – for example a Year 5 child who is working securely but only just within the Year 3 curriculum may be assessed as a Y3 N-

Teachers are not asked to provide any onerous evidence to support their assessments and professional judgement is trusted alongside observations and book scrutinies completed by SLT and subject leaders. Writing is moderated as a key stage team and samples are moderated with the English lead. Staff also access Epworth education Trust moderation sessions at each assessment point.

Pupil progress meetings take place three times a year where assessment data is discussed alongside qualitative assessment of where gaps/misconceptions are for specific children in particular subjects. The aim of these meetings is to ensure we meet the needs of any children who are not currently making good progress via interventions, targeted support or adapted quality first teaching.

6. Reporting to parents/carers

Assessments are communicated verbally to parents in the autumn and spring term parent's evenings in the form of attainment and next steps report detailing whether children are working below, at or above the expected standard for their year group for reading, writing and mathematics. If a child is working outside of their year group, curriculum specific information about exactly where the child is working will be provided. Parents are informed in the end of year annual report about their child's attainment for both the core and foundation subjects. Foundation assessments will be recorded as working at, above or below the expected standard for that age group.

The school report will contain:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher

- The pupil's attendance record, including the total number of possible attendances for that pupil, and The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

Statutory testing results will also be included in the annual report.

At the end of KS1 and KS2 the following will be included in the annual report:

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For pupils at High Level Need, assessment will include the following as relevant: Steps in Learning trackers, BSquared or PIVATs, AET tracker.

8. Training

Teachers will be kept up to date with developments in assessment practice and statutory arrangements by attending relevant training. We also keep up to date with current good practice and are outward looking in terms of training opportunities to ensure we develop and improve staff practice on a regular basis. This may be in the form of relevant staff accessing training directly or SLT accessing training which is then disseminated to staff.

In terms of formative assessment, this is monitored in each lesson drop in or observation and is a key element in the feedback given each time.

In terms of summative assessments, we ensure moderation both within and outside of our own school to ensure consistency and accuracy.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed every three years or in the event of statutory or significant changes by the Local Advisory Board (LAB). At every review, the policy will be shared with the LAB.

All teaching staff are expected to read and follow this policy.

Senior leaders will monitor the effectiveness of assessment practices across the school, through:

lesson observations and drop-ins, moderation, book scrutinies, pupil consultation, feedback from staff and pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

Curriculum Policy

Early Years Foundation Stage Policy

Teaching, Learning and Curriculum Policy

Feedback and Marking Policy