

PILGRIM PRIMARY ACADEMY



Assessment Policy September 2024

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
Sept 2024	A Goodwin	Sept 2024	Sept 2025

1) Introduction

Assessment lies at the heart of the process of promoting children's learning at Pilgrim Primary Academy. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the schools to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

2) Rationale

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school.

3) Aims and principles

Using the principles and processes of assessment, we aim to:

- make clear our vision of the role of assessment as part of teaching and learning in Pilgrim Primary
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practice
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment
- monitor progress and support learning
- to ensure early identification of children with SEN and more able children
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- to communicate accurate information about the children that is useful to teachers, pupils, parents and other educational agencies
- comply with statutory requirements
- actively engage the pupils in their own learning

Fundamental Principles of Assessment

Pilgrim Primary utilises three main forms of assessment in the school:

Day-to-day in-school formative assessment

- In-school summative assessment
- Nationally standardised summative assessment

Principles of Day-to-day in-school Formative Assessment

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. (Assessment Reform Group).

At Pilgrim Primary we recognise the purposes of day-to-day in-school formative assessment being:

For pupils:

- To help all pupils to demonstrate what they know, understand and are able to do related to shared learning objectives
- To help pupils to measure their knowledge and understanding against learning objectives and what they need to do next
- To provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

For teachers:

- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To enable teachers to plan more effectively
- To provide us with information to evaluate our work, and set appropriate targets at Whole-School, class and individual pupil levels
- To involve both teacher and pupils reviewing and reflecting upon assessment information

For parents:

- To enable parents to be involved in their child’s progress
 - To be informed by the school of the objectives their child is working towards achieving

Principles of in-school Summative Assessment

- To enable the school to track the pupils’ progress across the year using standardised score testing materials
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable the parents to track their child’s progress across the year
- To give detailed information on previous understanding, attitude and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child has achieved and contribute to their progress

Principles of Nationally Standardised Summative Assessment

- To enable the government to monitor schools’ pupils’ attainment and progress
- To enable parents to compare schools in an area
- To enable the school to demonstrate progress, attainment and wider outcomes

To enable schools with similar contexts to compare outcomes

4) Roles and Responsibilities

Teachers and teaching assistants are responsible for carrying out in-school summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.

The outcomes of in-school summative assessments which assess each pupil's attainment as either 'working towards', 'at the expected' or 'greater depth' against age relevant criterion are reported three times a year on OTrack. These outcomes will be shared with parents through consultation meetings and in each pupil's annual report.

The School Leadership Team will ensure that:

- Each class teacher uses OTrack for ongoing formative and summative assessment of individual pupil attainment against objectives within the national curriculum for reading, writing, maths and science.
- The Reach South Assessment Schedule is followed by all staff.
- OTrack is used to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- In-school summative assessment tasks are carried out and the resultant data is collated in OTrack.
- All staff are familiar with current assessment policy and practice.
- Standards are monitored in core and foundation subjects.
- Pupil progress and attainment is analysed, including individual pupils and specific pupil groups.
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified
- Key actions to address underachievement of individuals and groups are prioritised.
- They report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Teachers are held to account for the progress of individual pupils in their class.
- Key assessments and information is shared with the trust in a timely fashion.

Subject Leaders will ensure that:

- All staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Standards in their subject are monitored on a termly basis according to assessment criteria set out in the National Curriculum. Outcomes of monitoring are used to prioritise school improvement work.

Teaching staff will ensure that:

- The school's assessment policy is being fully implemented, including the implementation of agreed summative tests at fixed points in the year, outlined in the Reach South Assessment Schedule.
- Termly standardised tests (PIRA, PUMA & SPaG) are administered in line with the Reach South Assessment Schedule.

They carry out in-school summative and formative assessments (See Appendix 1) • Individual pupil progress against National Curriculum 2014 objectives is measured over the year through the use of the formative tiling system within OTrack. Information will be used to set next step targets.

- Ongoing formative assessment outcomes are used to identify key gaps in learning to be addressed through planning and interventions.

5) Moderation

The School Leadership team will take overall responsibility for ensuring that the Assessment Policy is put into practice across the school. Policy and practice will be reviewed regularly with staff. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- with their partner teacher within the cohort in school
- with phase leaders during allocated INSET time
- with the assistant headteachers in school, on a termly basis, in a designated meeting
- with colleagues from other schools within the trust
- by attending LA sessions to ensure our judgements are in line with other schools
- by using DfE exemplification materials.

6) Reporting

Reports promote and provide:

- good home/school relationships
- information for parents
- an opportunity for discussion with parents
- information for the trust
- information with outside agencies
- targets for the children

A written report for each child is sent to parents, once a year, during the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age-related expectations.

Children in Year 1 will take the national phonics test and results will be reported to parents. Children who do not meet the standard of the Year 1 test will be re-tested in Year 2 and their result reported. Children in Yr 4 will take a multiplication table check and their results reported.

For children at the end of Key Stages 1 & 2, additional information including details of the testing will also be provided.

7) Assessment in the Foundation Stage

On entry to the school children will be both formally assessed using the new national assessment tool and informally assessed. Assessment in EYFS is initially against the Ages and Stages and then against the Early Learning Goals at the end of the year. Results are used to inform planning, set targets and aid early identification of special needs. Ongoing assessments ensure that children

are provided with appropriate support to learn, consolidate and develop learning. During their reception year, children will be assessed using the EYFS standards based on the teacher's on-going observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded on Focus Record sheets, individual records and 'Learning Journeys', via the Tapestry online 'Platform'.

8) Procedures – Summative Assessment

At the end of every term, we hold an '**Assessment Week**' using the standardised PIRA (Progress in reading Assessment), PUMA (Progress in Understanding Mathematical Assessment) and Grammar, Punctuation and Spelling (GPS). These tests provide an accurate indication of whether pupils are on track to achieve or exceed age related expectations at the end of the year. In addition to this, all children create a progress write to showcase the writing skills they have achieved.

Assessment week is followed by a period of '**Moderation**': i) with partner cohort teacher ii) with the assistant headteacher and the subject leaders iii) with external teaching colleagues and specialists from within the trust. This will ensure that the data is accurate and correct procedures have been followed.

Once the assessments have been validated, '**Pupil Progress Meetings**' will take place whereby the class teacher, assistant headteacher and phase leaders meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the SLT and subject teams carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not making expected progress.

The SENCo, alongside the class teachers, is responsible for holding termly '**SEND Review Meetings**' for pupils on the SEND register. During these meetings with parents IEP targets are reviewed and monitored. For some children, other external agencies (EP/CIT/S and L) are part of the process to ensure that targets are addressing key areas of learning.

In the last week of the summer, '**Transition Meetings**' take place to specifically discuss each child in terms of their progress, targets and interventions and support that is already in place. In addition, each member of staff teaches their new class. The current teacher sets the targets for each pupil for the next academic year. The combination of these procedures ensures that there is no slippage, or wasted time, when a pupil moves to the next year group.

Assessment Policy – Appendix 1

In-school Summative Assessment and National Summative Assessment

This is a snapshot testing which establishes what a child CAN do at a given time carried out and assessed within the school.

Strategy	Purpose
<p>Statutory Baseline Assessments: Baseline teacher assessments made at the beginning of entry to the Foundation Stage using the assessment strands in the guidance material.</p>	<p>To establish pupils' abilities at the beginning of the Foundation Stage, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Foundation are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage</p> <p>At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.</p>
<p>In-school Non-Statutory Tests: Commercially Produced Tests (e.g. White Rose Maths, PUMA, PIRA and GPS tests): Externally produced tests, purchased by schools, to be voluntarily administered.</p> <p>End of unit science tests.</p>	<p>To provide an opportunity for Pilgrim Primary to keep track of pupils' progress and teachers' expectations, and to enable the school to</p> <p>monitor progress through summative means at three different points in the year. The results of these are collated and support judgements entered on OTrack and shared with Reach South.</p> <p>It provides information to teachers, school leadership, parents, trust and the next year's teaching team.</p> <p>To enable the school to prioritise areas for improvement and direct resources appropriately. Enables moderation opportunity</p>

<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far. To feed into future planning to support key skills.</p>
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End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the performance descriptors to make their professional judgements.	<p>To provide information to parents and next phases of education.</p> <p>For government to ensure schools are meeting expectations and pupils are making expected progress.</p>
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Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.
	Sharing learning objectives with pupils: Through the regular use of toolkits and success criterias, pupils know and understand the learning objective for every task.

Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more</p> <p>assessment information – the pupil's</p>
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	<p>perspective. Encourages all pupils to believe they can succeed.</p>
<p>Marking & Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Questioning: Rich question and answer sessions used throughout the lesson and carefully planned question stems used (linked to Blooms taxonomy).</p>	<p>Assesses knowledge, understanding and skills and identifies gaps or misconceptions. Ensures inclusion across all abilities.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>