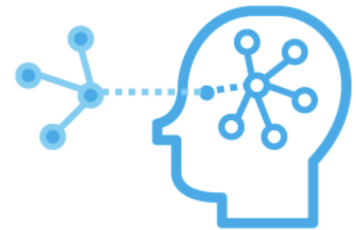




Assessment Policy



The Stour Federation

1. INTRODUCTION AND RESEARCH BASE

In this policy, the term 'Assessment' is based on the Black and William definition:

....the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

(Black and William, 1998)

Our Assessment Policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, curriculum-related expectations, ensuring quality, in depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our schools generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, discussions, formal assessment of written work, low stake tests and more formal testing. Our approach is inclusive, and we strive for children of all abilities to achieve.

Ofsted defines progress as knowing more and remembering more of the curriculum.

This Assessment Policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with evidence-based research, and following collaboration with other schools to develop best practice. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

2. TYPES OF ASSESSMENT

There are two main purposes of assessment:

Assessment of learning (for summative purposes) - AoL is any assessment which summarises where learners are at a given point in time - it provides a snapshot of what has been learned (in terms of both attainment and achievement) and measures progress.

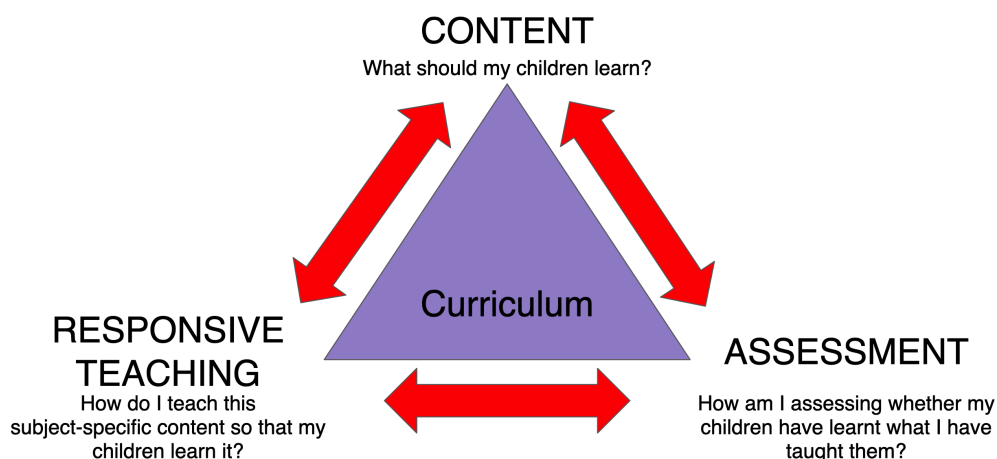
Assessment for learning (for formative purposes) - AfL is about RESPONSIVE TEACHING and RESPONSIVE LEARNING: the process of seeking and interpreting evidence for use by learners and their teachers to gain insight as to where the learners are in their learning, where they need to go and how best to get there. AfL is any assessment activity which informs the next steps to learning.

3. KEY CHARACTERISTICS OF RESPONSIVE TEACHING

There are six key principles which are evident where responsive teaching is effective in promoting learning and in raising standards of attainment:

1. Responsive teachers specify what children will know and be able to do over a period of time.
2. Responsive teachers focus lessons on a single, academic purpose.
3. Responsive teachers show children what success looks like.
4. Responsive teachers assess children's learning at the end of each lesson and respond accordingly.
5. Responsive teachers track children's thinking to adapt teaching during individual lessons and sequences of lessons.
6. Responsive teachers help children improve their work, in a sustainable way.

The Curriculum Triumvirate



4. AIMS

The aims for assessment in The Stour Federation are to:

- Ensure that all children progress through our curriculum and achieve.
- Monitor and support children's attainment, against curriculum-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessment and the analysis of skills and knowledge acquisition are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Provide children with the appropriate support and challenge, given their starting points.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

5. ROLES AND RESPONSIBILITIES

Local Academy Councils/Trust Board

- Monitor whole school/Trust data.
- Monitor assessment practices in school and alignment across the Trust.

Trust Improvement Leaders

- Moderate teacher assessments and test scores across the Trust.
- Analyse data for school improvement and reporting.
- Lead, monitor, refine and align Trust-wide assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.
- Ensure that assessment models are evidence-based, up to date and deliver best practice.

School Senior Leadership Teams

- Moderate teacher assessments and test scores.
- Set realistic whole school targets for children to be on track to reach curriculum-related expectations, based on previous attainment and progress.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Use integral ongoing formative assessment and analysis of skills and knowledge.
- Make summative judgements at defined points in time.
- Provide feedback to pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching Assistants

- Regularly use ongoing formative assessment to be responsive teaching assistants.
- Provide feedback to teachers on pupil progress and attainment.

Parents and Carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Attend school-led workshops to enhance their understanding of how they can support their child's learning at home.
- Support children with their homework.

Children

- Be self-regulated learners to be aware of their strengths and weaknesses, motivating themselves to engage in, and improve, their learning.

6. HOW ASSESSMENT OUTCOMES ARE COLLECTED AND USED

We use 4 key forms of assessment: -

- In-school formative.
- In-school summative.
- Nationally standardised summative.
- Comparative judgement.

In-school Formative Assessment

Formative assessment takes place during learning and:

- Assesses knowledge, skills and understanding.
- Identifies children's strengths.
- Highlights gaps in performance and learning.
- Tackles children's misconceptions.
- Identifies the next steps in learning.
- Diagnoses need for support or intervention.
- Informs teacher planning and reporting.

Types of formative assessment in all subjects include:

- Rich question and answer sessions during lessons, including multiple choice questions to pinpoint misconceptions and hinge questions.
- Retrieval practice and end of unit low stakes topic quizzes.
- Marking of pupils' work.
- Whole class feedback.
- Observational assessment (e.g. during the Cornerstones Innovate stage).
- Regular short recap quizzes and self-quizzing.
- Child self and peer assessment, reflection on learning (e.g. during the Cornerstones Express stage).

We use Cornerstones Curriculum Maestro to support our formative assessment methods. The skills and knowledge framework, based on end of year curriculum-related expectations are used to inform planning in all subjects. The framework breaks the programmes of study into end of year group expectations to show a clear progression. For each subject the skills and knowledge are organised into aspects, allowing teachers to monitor children's breadth of understanding. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

In-school Summative Assessment

In-school summative assessment sums up what a child has achieved at a point in time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in subjects. In-school summative assessments inform teachers and senior leaders on attainment and progress towards children's expected flightpath.

Teachers use Cornerstones Curriculum Maestro to track pupil attainment. Pupils across The Stour Federation are given tracking codes for subjects based on a point-in-time summative assessment system through teachers asking the question:

At this point in time, is this child **ON TRACK** to attain the year group expected standard?

Not on track to be working at the expected standard by the end of the year.

On track to be working at the expected standard by the end of the year.

These can be split into more granular detail:

None
 Above
 Greater depth
 Within
 Just within
 Borderline
 Below

Above = working on year group programmes of study above chronological age.

Greater depth = on track to be working at a greater depth within the year group programmes of study.

Within and **Just Within** = on track for the expected standard.

Borderline = Working Towards (WTS) = working within the correct year group programmes of study but not consistently at the expected standard.

Below = working on programmes of study below chronological age, e.g. bespoke curriculum or significantly differentiated work.

Once saved, teacher assessments can be accessed to analyse whole class or year group information via the Analyse Teacher Assessment functionality.

Teachers moderate work at similar levels within schools and with other schools to ensure that their judgements are sound. Summative assessments are based on professional judgement and a variety of evidence:

- Maths arithmetic tests.
- Maths reasoning tests.
- Reading tests.
- Grammar, punctuation and spelling tests.
- Reading fluency and phonics assessments.

School Senior Leadership Teams, Trust Improvement Leaders and subject leaders use Cornerstones Curriculum Maestro to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. Curriculum Maestro highlights children whose attainment and/or progress is not on track and where progress is below the expected level, highlighting additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

Nationally Standardised Summative Assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

The nationally standardised assessments are:

- Reception Baseline Assessment (within 6 weeks of starting school).
- Reception Early Years Foundation Stage Profile (end of Reception, no later than 30 June).
- Year 1 Phonics Screening Check (June)
- Optional end of Key Stage 1 SATs in English and Maths (end of Year 2).

- Year 4 Multiplication Tables Check (June).
- End of Key Stage 2 SATs in English and Maths (end of Year 6).

Comparative Judgement

If we are asked to compare two items or two tasks, we generally give much more reliable and consistent answers. Research has led many psychologists to conclude that human judgement is comparative, not absolute.

Some schools in The Stour Federation use the comparative judgement method for assessing writing using 'Assessing Primary Writing' from www.nomoremarking.com. Comparative Judgement simply asks each marker (teacher and teaching assistant) to make a series of judgements about pairs of writing.

The schools in The Stour Federation that use national moderation sessions for Years 1-6 to compare our own pupils' writing, but also the writing of pupils in other schools. By sharing standards across schools, www.nomoremarking.com gives us a reliable benchmark of staff agreement that can tell us with high reliability what standards our pupils are working at and are likely to achieve.

7. ASSESSING VULNERABLE CHILDREN

The Stour Federation has the same high aspirations for the achievements of pupils with special educational needs, children who are looked after and those eligible for Pupil Premium. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals, photographs and videos.

8. ASSESSING THE MOST ABLE

Children who achieve all age-related statements early in a term and take their learning deeper will be judged to have shown greater depth of learning in that subject/subject area. Only in exceptional circumstances will a child be judged to be exceeding the national standard by working on programmes of study from a higher year group.

9. ASSESSING CHILDREN IN EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

All children will complete the Reception Baseline Assessment (RBA) within 6 weeks of their arrival in school. The RBA and its data is only used as a progress measure. Therefore, to establish a starting point, we will use our own baseline in order to understand their strengths and interests

and any difficulties they may have. This will start conversations with parents/carers as we get to know the children.

Schools in The Stour Federation who have chosen to use OP&L (Observation Of Play and Learning - developed by Barnet Early Years Alliance) will assess children on entry against the most recent set of developmental milestones for their age in a Starting Points assessment. This is shared with parents at a settling in meeting. Children are then assessed on a six monthly basis (birthday and half birthday) using the developmental milestones in our spotlight assessment. These are shared with parents at a parent meeting. In addition to our ongoing assessments, these provide a deep dive into each child's development, supporting us in checking that children's development is on track and enabling teachers to put support in place if required.

In addition, Early Years teachers complete the WellComm language screening for each child on entry and repeat it if required at three monthly intervals.

Teachers can use online platforms such as Seesaw and Tapestry alongside paper-based learning journals to record children's progress. We will identify children who will need additional support to achieve a Good Level of Development by the end of the year.

10. PUPIL PROGRESS MEETINGS

A pupil progress meeting (PPM) is a structured and regularly scheduled conversation between the headteacher, senior leaders and teachers to discuss performance, targets, development and expectations. PPMs can make a significant contribution to supporting academic progress and well-being, providing educators with a platform to evaluate pupils' development, identify areas for improvement, and tailor support strategies to their needs.

There is a dual purpose to pupil progress meetings: to monitor achievement and to devise responsive strategies for growth. These meetings enable educators to:

- **Monitor pupil progress:** through a systematic analysis of academic performance, attendance, and behavioural records, PPMs offer insights into the progress of individuals. By monitoring trends and patterns over time, teachers can develop a detailed understanding of each pupil's learning journey.
- **Identify support needs:** by reviewing quantitative (eg, test scores) and qualitative (behaviour or attitudes to learning) data, PPMs can identify underlying factors impacting progress and/or achievement. Whether rooted in academic, social-emotional, or environmental factors, these insights can inform specific support plans.

PPMs serve as catalysts for organisational learning, prompting reflective inquiry and improving organisational practice. By evaluating the efficacy of interventions and assessing their impact on pupil outcomes, schools can help teachers adapt their approaches and support school improvement.

Prepare for Success

Preparation is key to the success of any pupil progress meeting, ensuring that all those involved are clear about the purpose and have the necessary data and resources to engage in meaningful dialogue and decision-making.

Some of the key components of preparation include data collection and analysis, including information about pupils' test results, attendance, behaviour, and social and emotional wellbeing, which are important to describe each pupil's progress, which are pulled together in the Pupil Progress Meeting proforma. It is the responsibility of the class teacher to complete the Pupil Progress Meeting proforma through data analysis following data drops in November and March and present the picture to the Headteacher. This data needs to be consistently reviewed to ensure that as complete a picture as possible of the pupil and their needs can be shared.

Pupil Progress Proforma

Year:

Autumn Spring Summer

- **Monitor pupil progress:** through a systematic analysis of academic performance, attendance, and behavioural records, PPMs offer insights into the progress of individuals. By monitoring trends and patterns over time, teachers can develop a detailed understanding of each pupil's learning journey.
- **Identify support needs:** by reviewing quantitative (eg, test scores) and qualitative (behaviour or attitudes to learning) data, PPMs can identify underlying factors impacting progress and/or achievement. Whether rooted in academic, social-emotional, or environmental factors, these insights can inform specific support plans.

	Phonics	Reading	Writing	Maths
% EXS +				
% GD				
Lowest 20% (names/PP/SEND/EAL)				
Who is not on track based on EYFS/KS1 external assessments? (names/PP/SEND/EAL)				
Provision in place to support and who runs it.				
Do you need support from leaders (Head, SENDCo, subject leaders, TIL) with this subject?				
Notes from Meeting				

Once decisions have been reached, these need to be communicated to the appropriate stakeholders, who may be individual teachers, support staff, lunchtime assistants, SENDCo, English and Maths Leaders, Trust Improvement Leaders so that they can make their unique contribution to the success of the individual pupil.

11. EQUAL OPPORTUNITIES AND RACE EQUALITY

In The Stour Federation we undertake to provide equality of access to all aspects of the curriculum to all members of the school community. We offer a curriculum that reflects the cultural diversity of modern Britain. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities, Inclusion and Race Equality policies.

12. MODERATION

One way of increasing the reliability of any assessment is to have those making it take part in a moderation process. The act of reviewing as a group how the school's assessment and

monitoring policy is enacted is important. All schools in The Stour Federation moderate in school (using the expertise of local English and Maths Leaders), across the Trust with our Trust Improvement Leaders and with other schools. When good knowledge and understanding of great assessment are used in such a forum, there is great potential to improve the reliability of assessments used in schools.

13. SUGGESTED SCHOOL YEAR ASSESSMENT OVERVIEW

Month	Action
Autumn 1	<ul style="list-style-type: none"> ● Report to governors/other required bodies. ● Star Reader test for Accelerated Reader book range. ● Reception Baseline Assessment (RBA). ● Nursery and Reception OP&L Starting Points assessment (new children only). ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Nursery and Reception WellComm speech and language screening. ● Phonics assessments. ● Year 2-6 Spelling Test (20 spellings). ● Cornerstones Autumn summative tests for reading, maths and GPS for Years 2, 3, 4, 5. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 1. ● Year 6 2022 SATS papers for reading, maths and GPS.
Autumn 2	<ul style="list-style-type: none"> ● Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. ● Analyse data/moderation. ● Pupil progress meetings. ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Phonics assessments. ● Year 1, 2, 3, 4, 5, 6 Cornerstones Arithmetic Test 2. ● Y2-6 Spelling Test (20 spellings). ● Analyse School Performance and IDSR.
Spring 1	<ul style="list-style-type: none"> ● Star Reader test for Accelerated Reader book range. ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Year 1 Phonics Screening Check 2023 paper. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 3. ● Cornerstones Spring summative tests for reading, maths and GPS for Years 1, 2, 3, 4, 5. ● Phonics assessments. ● Y2-6 Spelling Test (20 spellings). ● Trial moderation for Year 6 writing.
Spring 2	<ul style="list-style-type: none"> ● Reception mid-year check. ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. ● Pupil progress meetings. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 4. ● Phonics assessments. ● Y2-6 Spelling Test (20 spellings).

	<ul style="list-style-type: none"> ● Year 6 2023 SATS papers for reading, maths and GPS.
Summer 1	<ul style="list-style-type: none"> ● Star Reader test for Accelerated Reader book range. ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● National testing Year 6. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 5. ● Phonics assessments. ● Year 1 Phonics Screening Check 2024 paper. ● Year 2-6 Spelling Test (20 spellings). ● Year 6 2024 SATS papers for reading, maths and GPS.
Summer 2	<ul style="list-style-type: none"> ● Nursery and Reception OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Year 1 and Year 2 Phonics Screening Check. ● Year 4 Multiplication Tables Check. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 6. ● Cornerstones Summer summative tests for Reading, Maths and GPS for Years 1, 2, 3, 4, 5. ● Year 2-6 Spelling Test (20 spellings). ● Phonics assessments. ● Trust Collaborative moderation. ● Final summative assessment for Nursery using Development Matters and for Reception against Early Learning Goals. EYFSP data to LA. ● Finalise teacher summative assessments in all subjects.