



1. Introduction

In line with new DfE guidance, we have amended our system to reflect these changes. From Year 1 to Year 6 pupils' performance will be described in terms of achievement of age related expectations. This will incorporate the Chris Quigley 'BAD' terminology that we have adopted;

- **Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.
- **Advancing:** more independent application, can explain, use or summarise understanding: (at year group expectation)
- **Deep:** have a full understanding and can apply independently in different contexts/ problem solve/ etc.

Subjects that are assessed are: English (Reading, Writing, Phonics, EGPS) Maths, Science, D&T, PE, Art and Design, History, Geography, MFL, PSHE, RE and Computing.

This is similar to the Early Years system of Emerging and Expected. It will ensure the focus is on the depth of learning rather than rapid progression through a system.

2. Aims

- To enable pupils to demonstrate long term recall of Key Knowledge Points (KKP).
- To enable pupils to demonstrate what they know, understand and can do in their work.
- To help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child in order that pupils make sustained 'good' progress.
- To provide regular information for parents and carers that enables them to support their child's learning.
- To provide the headteacher, governors and wider community with information that allows them to make judgements about the effectiveness of our school.

3. How we assess

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

- **Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. We use Arbor to record assessment notes and these are used to inform future learning.
- **Assessment of learning** (summative assessment) involves judging pupils' performance against national expectations. Depending on the subject and year group, teachers make these judgements at the end of a unit of work, half term, term, key stage/Phase or year. To ensure knowledge is retained in the long term, KKPs are assessed at the end of each year by class teachers and beyond this by the Senior Curriculum Leaders and Subject Leaders. NfER tests are used across a range of subjects (Reading, GPS, Maths) to support Teacher Assessment. In addition, we use other tests to support assessment e.g. Phonics Screens, Bench Marks for reading, Star Reading and Star Maths tests. In writing, we use the evidence produced in class books – this must be work that has been produced independently. National testing is also used to measure attainment, these are completed in line with the current government guidelines.

Arbor

We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's achievement of all key learning is recorded using Arbor online workbooks. When a number of objectives have been assessed Arbor will award a best stage from 'BAD' based on all objectives which can guide teacher assessment. This is then agreed or amended by the class teacher based on their knowledge of the pupil. This system is used to identify any gaps in achievement for individual pupils and classes. All National Curriculum objectives are covered within the Arbor system.

Pre-Assessment Tasks

To ensure work is matched to each pupil's level we often carry out pre-assessments. These are used as part of the introduction to a topic to establish what the children know and to use their ideas for what they want to know.

In maths, a quick cold (blue paper) task is carried out prior to a new unit (usually weekly). This allows teachers to accurately plan the start of the unit. It also allows for fluid groupings and for extra support to be allocated where it is needed.

In Creative Curriculum lessons pupils carry out a 'Cold Assessment' that contains the key learning points for the topic (blue paper), they then receive the same questions post topic to demonstrate their learning (orange paper).

NfER Assessments

We use NfER tests in the core subjects to back up teacher assessments across the school. These tests allow us as a school to: benchmark our results nationally; confidently monitor attainment and progress; make accurate comparisons between pupils and groups of pupils; gain formative information to guide teaching and learning; and allow us to quickly and easily interpret our data with the online tool.

4. The Early Years

Assessment in the Early Years mainly takes the form of observation, individual pupil tracking, photographs and post it notes for those "WOW" learning moments. Teachers also make assessment notes on each adult led activity, guided reading and writing. These all go together to form a picture of a child's level of achievement and from this we are best able to inform each child's next steps for learning and plan appropriately to meet these needs. This process requires the teacher and other adults in the setting, including the adult in the facilitator role, to meet regularly to discuss the attainment of individuals and groups and to make any necessary alterations to the provision or teaching to ensure maximum progress and attainment for all pupils.

Staff in Early Years record the attainment and development of each pupil in their individual Early Years Foundation Stage Profile, which builds a picture of progress and attainment towards each of the age bands. Progress and attainment are shared with parents at each parents evening and every term in the Record of Achievement where parents are able to make a written comment about how they feel their child is progressing in the Early Years.

The Early Years Foundation Stage Profile document passes with the child into Key Stage 1 along with progress and attainment information and information about each child's *Characteristics of Effective Learning*. If still appropriate, the Early Years Foundation Stage Profile will continue to be used as an assessment tool until the goals have all been reached, or we know the reason why they have not. Close liaison with our Special Educational Needs Hub will ensure appropriate provision continues other assessment tools if and when required.

5. Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's achievement. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. If teachers have concerns about a child's progress, regardless of their level of attainment, they should discuss this with parents immediately and provide extra work and support.

Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we discuss expectations for the coming year – this is in the form of a presentation to the parents about the topics and learning for each specific year group. There is also an opportunity for the parent to meet with the teachers on a 1:1 basis later on in this term. At the second 1:1 meeting of the year (spring term), we evaluate their child's achievement in all areas of the curriculum. During the summer term, we provide opportunity for a review of their child's progress and achievement for the year in the form of a written report.

Each term, every child completes a piece of work for their Record of Achievement and teachers complete an evaluation of their learning and progress termly. This is sent home for pupils and parents to read and comment on at the end of every term. It is then returned to school ready for the next set of feedback.

6. Inclusion and assessment for learning

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

7. Moderation of standards

On a termly basis, SLT carry out Pupil Progress meetings with all teachers. Each year group come as a team with assessment evidence to discuss the progress and attainment of children within their classes. NFER, Arbor, Star Assessments, children's work and any other evidence are discussed to support teachers with accurate assessments. Suitable next steps are planned and any issues are discussed.

To further ensure accurate assessments teachers moderate throughout each term with their parallel teacher, and with their Phase, across Phases, as a whole school and with other schools where possible. Senior Leaders and the Senior Leadership Team regularly moderate a range of evidence from all classes. The focus varies and may be SEN, Pupil Premium, EAL, boys/girls, underachieving pupils, pupils who need to make accelerated progress, pupils who have made accelerated progress, vulnerable pupils who we are carrying out Case studies on. In the Early Years, teachers regularly moderate Profiles and the collection of evidence. The Early Years, Year 2 and Year 6 are moderated every few years by the Local Authority.

8. Monitoring and review

The Senior Leadership Team will regularly monitor and review the effectiveness of this policy. This policy will be reviewed annually or earlier if necessary.

9. Other related policies:

- Marking and feedback
- Teaching and Learning
- All subject policies

Policy Author: Lee Facey and Emma Woolliscroft

Date due for Review: July 2023