# Assessment Policy

Cranbrook
Primary School

Equity for all

## Our School Vision

Ensure equity for all to address social disadvantage

## Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

## Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

## Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

**Widening Horizons**
Aspirations
Ambition
Curriculum enrichment
Cultural capital

**Global Identity and Responsibility**
Race and equity
British values
Global, local community issues
Decolonisation of learning

**Confident Communicators**
Articulate speakers
Passionate readers
Social skills
High level vocabulary

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# Purposes of Assessment

Assessment is central to successful teaching and learning. It is important because without it, there is no way to anticipate what pupils will actually take from their classroom experiences; this might be quite different from what was intended. Assessment helps teachers find out what has actually taken place in pupils' developing understanding during a sequence of lessons.

Teachers may use a range of strategies that can provide information about pupils' progress, including:

- teacher observation of pupils' performances
- teacher checking of pupil work
- pupils checking each other's work and similar forms of peer assessment
- questioning to check for understanding
- end of unit assessments/ quizzes
- statutory assessments
- standardized tests
- mind maps, knowledge organisers, proof of progress (POP) tasks

## Our Philosophy of Assessment

Assessment should have a purpose at every level for everyone involved:
- Pupils should be given appropriate feedback on their learning from assessments carried out by class teachers.
- Class teachers should be able to use assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Class teachers should use assessments to measure the impact of intervention groups and then plan accordingly.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle.
- School leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make to ensure the school is helping pupils achieve their potential, particularly in relation to the outcomes for different groups, such as disadvantaged and vulnerable pupils
- Parents should be able to get a clear and accurate sense of their child's achievement and progress as well as areas where they can support development.
- Governors should be able to use data to ensure the school is supporting pupils learning effectively.
- Schools can provide data for inspection teams to show how children are performing

# Assessment for Learning (Formative)

Assessment for learning is a key part of our approach to teaching and learning. Staff use success criteria marking, peer marking and self-assessment to involve pupils in their learning and to inform them of their next steps. Marking should be against the learning objective and should identify successes and areas for improvement. Targeted questioning, both verbal and written, is also used to inform assessments.

# Verbal assessment – Teachers will:

- Use questions designed to check understanding.
- Make explicit to pupils the purpose of the lesson
- Use a range of open and closed questions as well as differentiated/targeted questions so all pupils have an opportunity to answer
- Use the plenary to check understanding and reinforce learning
- Provide opportunities for pupils to review their achievements

# Marking of work – Teachers will:

- Mark against the learning objectives which were made known to the pupil at the beginning of the lesson;
- Provide feedback to the pupil through verbal and written comments. Ensuring they are personal, honest and constructive and identify the next small step for improvement, which pupils can then address as soon as possible;
- Deliver 1:1 feedback during conferencing times where pupils work with the teacher to celebrate successes and identify areas for development. The pupils will receive instant verbal feedback and modelling linked to their current learning and engage in dialogue that ensures learning intentions are addressed and progress against them is made.

### For assessment to be formative, feedback information needs to:

- Be based on clear learning intentions
- Take account of pupil self-evaluation
- Highlight where success occurred and where improvement could take place
- Be accessible to the pupil
- Give strategies for improvement (often orally with young pupils)
- Have some focused improvement, based on the feedback, to take place
- Use the feedback to evaluate their weekly plans and adjust accordingly
- Ensure children will be challenged to take risks, aim high and learn from their mistakes
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- Provide children with regular opportunities to review learning against the success criteria throughout the lesson (mini-plenaries), enabling them to take greater control over their learning
- Involve children in peer and self - assessment by setting each other as well as themselves targets against the success criteria. This will help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Encourage children to celebrate their achievements.

## Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met, and the school develops a clear understanding of how to raise standards.

## The Assessment cycle at Cranbrook Primary School will include data from statutory assessments:

- Reception baseline, assesses development in mathematics, literacy, communication and development
- Early Year Foundation Stage Profile
- Year 1 phonics screening test
- Year 4 multiplication times tables test
- Key Stage 1 assessment, in maths, English reading and writing
- Key Stage 2 assessments, in maths; English reading and writing; grammar, punctuation and spelling; science sampling test every other year.

## Information from internal year group assessments

Teachers will review and track data in all subject areas, giving them the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of analysing pupils' attainment will ensure that every pupil has challenging and exciting learning opportunities set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning and monitoring of children's understanding.

- Teachers will use Standardised Tests to support teacher judgements in reading and maths at the end of teaching units.
- Assessment in writing is based on continuous assessment.
- In the foundation subjects and science, teachers will use materials such as quizzes, mind maps, POP tasks (proof of progress) and progress grids to support judgments at the end of teaching units.

# Tracking Attainment and Progress

To track pupil attainment in reading writing and maths in KS1 and KS2 and for all subject areas in EYFS, Target Tracker is used where a system of steps has been devised. This performs the function of communicating progression and attainment in a simple and efficient to use format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment.

There are three broad sections, which may be thought of in these terms –

- *Beginning* – Pupil learning is chiefly focused on the criteria for the band. Bands are age related, e.g. it is expected that Year 4 children are working within band 4. There may be minimal elements of the previous band still to gain complete confidence in.

- *Working within* – Pupil learning is fully focussed on the criteria for the band. Up to approximately 70% of the statements are confidently achieved.
- *Secure* – confidence in all of the aims for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.
- There are also + stages in each section to show a greater understanding of those bands.


Teachers will select a step to show where each pupil is working. For children to be working at age related expectation, they would need to reach the secure step at the end of the appropriate year.

Secure + represents the consolidation of a band and, it allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts.

In foundation subject areas and science basic tracking grids have been devised to record end of unit outcomes. Gaps that have been identified will be addressed in the next unit via memory tasks.

## Analysis of this data enables us to:
- Use information to identify percentages of children working at the age expected level and above within a cohort;
- Use information to identify the numbers of children who have not made the expected progress;
- Track data from one key stage to another, supporting children to stay on track ;
- Analyse the data and review targets for individuals and groups and use the information to identify focus groups, those with special educational needs, ethnic groups, gender groups and those in receipt of Pupil Premium Funding;
- Set cohort and class targets and share the information with the Headteacher, Assessment coordinator, SENCO, subject leaders and governors;
- Analyse data at the end of academic term to track progress made by cohorts, groups of pupils and individuals;
- Use the data when reporting to parents at parent meetings and in the end of year reports.

# Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At Cranbrook Primary School we will:

- Use materials to benchmark and moderate pupils in accordance with official guidance;
- Meet regularly to moderate assessment outcomes in year groups and across phases and other settings;
- Moderate work through planning and book scrutiny, feeding findings back to members of staff;
- Collate evidence to back up teacher assessments, using the children's books;
- Participate in CPD moderation schemes in the Local authority and through our school partnership groups.

# Pupil Progress Meetings

These take place each term and are attended by the class teacher, SENCOs, Assessment Team, Phase Leaders and other senior leaders. In these meetings we:

- Discuss attainment and progress within the class using data report to provide context to the results;
- Discuss identified focus groups and formulate what actions are in place in order to support the children's learning needs;
- Discuss targets for any pupils that require additional support and devise plans for how these targets will be achieved.
- Plan interventions for short term input

# Data Analysis

The Assessment Team and Phase Leaders utilises the class teacher entries on Target Tracker to carry out an analysis of the data. This information is utilised to inform

- Pupil Progress Meetings
- School Self Evaluation
- School Improvement Plan
- Head teacher report to Governors
- Appraisal and Teacher Profiles

# Reporting to Parents

Reports to parents are given verbally at parents' evening. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to national standards
- Their child's strengths and achievements
- How their child is doing in relation to their social, emotional and mental health
- Areas of development and improvement
- How they can support their child
- Whether the child is happy, settled and behaving well.

An open evening is held at the end of the year to enable parents to see their child's work and discuss their report with the class teacher. In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

# S.E.N.D (Special Educational Needs and Disabilities)

Early identification of children with special educational needs is essential. We use pre- keys stage standards to assess those children who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. The school's S.E.N.D policy gives details of the procedures for identification and assessment.

# Assessment of new arrivals

New entrants to the school, complete a phonics assessment at the point of entry in order to establish the level of English language acquisition. Children's English language acquisition is monitored and tracked as part of the whole school assessment cycle.

Provision for pupils who are new is evaluated and monitored within whole school monitoring procedures. Once children have acquired a sufficient level of English language, they continue to be assessed in accordance with National Curriculum levels

# Assessing Pupils with Complex SEND Needs

As Cranbrook is a highly inclusive primary school with a higher than average number of pupils with complex needs and EHC plans, we have opted to use assessment programs alternative to, or alongside, those used throughout the school. This allows us to measure and celebrate the progress and achievements that these children make. Currently, children with complex needs are assessed using B Squared Connecting Steps on either Autism Progress or Primary Steps, in line with their individual needs. Primary Steps replaces what was formerly P scales and is used for those working below, but towards, the EYFS Development Matters Framework or the National Curriculum. Autism Progress allows us to assess the children in the areas of Communication, Social Interaction, Flexibility of thought and Emotional Regulation. By using these programs, we are able to carefully track these children, in order to identify any gaps in their learning and development and to ensure that progress is being made.

# Assessment of children's social emotional and behavioural development

Within the CUBE (Communication And Understanding Of Behaviour For Education) we use the Boxall profiles as a mechanism to assess our children's social, emotional and behavioural development. It contains a two-part checklist, which is completed by staff who know the child and young person best, it identifies the levels of skills the children possess to access learning. The profile contains a list of 34 descriptive items which come under two sections.

- Developmental strands
- Diagnostic profile

Once the profile is complete it enables us to identify the child's needs, assess them and track their progress, set targets for them and engage them in personalised interventions.

## Covid and Assessments

During periods of lockdown, children submitted work to teachers via class email accounts. They also participated in live sessions via Microsoft teams for all lessons. Thus enabling teachers to continue assessing during this period. Thereafter identified gaps were addressed through the introduction of interventions such as:

- The Recovery Curriculum
- Phonics sessions being taught in all year groups
- An emphasis on reading and vocabulary across the school
- Additional mindfulness and nurturing sessions
- Planning for progression- maths
- Targeted Interventions for identified children

## Transition and Transfer

Assessment information both academic and social is transferred between professionals at each stage of the child's schooling – between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve. Transition meetings are held between class teachers at the end of the academic year. Class Teachers also have times where they can meet the new class. At the end of Year 6 meetings are held with the local high school and Year 6 teachers. When children move schools, information is sent through the CTF (Common transfer file) and CPOMS (Child Protection Online Management System).

## Equal Opportunities

Equality of opportunity is a fundamental right of all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and all groups of pupils;
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified;
- We recognise and value all forms of achievement.

## Assessments and workloads

We are very mindful that the collection of data can also create an additional workload for leaders and staff. We seek to ensure that collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff. We are aware of the Teacher Workload Advisory Group's report, 'Making data work', taking on board its recommendations that school leaders should not have more than 2 or 3 data collection points a year, and that these should be used to inform clear actions. We welcome feedback from all staff about assessment procedures and seek to ensure that assessment at Cranbrook is manageable for all. In the case of year 2 and 6, half termly monitoring of assessments occurs in autumn and spring terms with cover time being allocated to teachers for input.

## Review

This policy will be continually reviewed in accordance with guidance from the DfE, local authority and cluster groups.