



ST. MARY'S
ACADEMY TRUST

St Mary's Academy Trust

Assessment Policy

Date agreed by Performance and Standards committee

11th October 2016

Date to be reviewed October 2017

Introduction

Under national changes which were introduced with the launch of the new Primary Curriculum 2014, each school or group of schools are responsible for developing their own way of assessing their children. At St. Mary's Academy Trust, we have embraced this opportunity to review and develop our assessment procedures in a way that best suits our children and educational principles. This policy outlines the assessment procedures and practices that are used across St. Mary's Academy Trust.

Aims of Assessment Policy

- To ensure that all stakeholders have a clear understanding of the assessment procedures used by St. Mary's Academy Trust.
- To ensure that there is a consistent approach to assessment across all Academies within St. Mary's Academy Trust.
- To ensure that children make progress, knowing their achievements and what they need to do next.
- To track the children internally for both progress and attainment.
- To ensure that assessment is an integral and highly valued part of the teaching cycle.
- To inform parents about the ways in which their children are assessed across St. Mary's Academy Trust.

Principles

The use of formative assessment is at the heart of St. Mary's Trust educational philosophy and helps us to form summative judgements at the end of each term. St. Mary's Academy Trust has always believed in the principles of finding out what pupils already know and their personal strengths; assessing what they need to learn next and then ensuring that we personalise our curriculum to teach pupils their next steps to make progress.

We base our teaching on 'Four Key Questions' which are central to our use of assessment and the planning and delivery of lessons:

1. What do children know?
2. What do they need to know?
3. How will they learn it?
4. Have they got it?

Assessment is analysed and used as a tool to make teaching more effective, personalised to the needs of the children and to produce SMART targets. Teachers should have a secure understanding of what all their pupils can do and what their next steps to learning are.

A range of assessment for learning strategies should be employed effectively to support pupil progress, including the consistent use of Trust and school approaches in the use of learning objectives and success criteria, feedback and marking and peer and self-assessment.

Assessment in the Early Years Foundation Stage:

Baseline assessment is carried out during the children's first four weeks upon entering the setting. The baseline assessment will score each child against the knowledge and understanding typical for children at the start of reception year. Baseline information will be used to track children's progress during their time at the Academy.

St. Mary's Academy Trust uses 'The Early Excellence Baseline'. This offers a principled approach to on-entry assessment. As part of their everyday practice, practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

Throughout their Foundation Stage education, judgements are made on children's development, based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development. There is continuous monitoring and assessment of each child's development using the Early Years Foundation Stage Profile. This is updated at least once each term to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements.

Ongoing assessment is an essential aspect of the effective running of the EYFS settings across St. Mary's Academy Trust. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally).

Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class trackers, photographs, children's work). Each child is designated a Key Person in EYFS, however, all practitioners are involved in observing all children. Practitioners use observations to support their developing knowledge of individual children. Each EYFS class across the Trust uses EYFS trackers which are available in each area of learning to inform all practitioners within the setting what individual children can and cannot do and to inform next steps for learning. These trackers should be used to identify children's learning priorities and relevant learning opportunities planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in learning journals, that record children's progress over the academic year in all areas of learning. Samples of children's work are gathered, along with photographic evidence and observations and provide a valuable journey of the learning that has taken

place for each child. Parents/carers and children are encouraged to contribute to these journals over the course of the year and learning journeys should be available for parents/carers to view by appointment.

The EYFS teacher is responsible for ensuring that all assessment data and records are kept up to date and accurate. Moderation of practitioner judgements should be carried out by each academy within the Trust and is the responsibility of the headteacher and EYFS leader. The Trust will carry out moderation of EYFS data across all academies each term and also be subject to Local Authority moderation.

Key Stage 1 and 2

Formative Assessment

Daily teacher assessment is central to ensuring that our children make good and outstanding progress. Day-to-day assessment includes teachers using skilled questioning throughout a lesson to continually assess pupils' understanding; using discussion and observation of pupils; and the marking of work to identify whether pupils have achieved an objective and what their next steps for learning are.

Children will be given assessments or activities at the beginning of some units of work to assess what they do and do not know. Teachers use their ongoing assessment trackers for reading, writing and maths to inform teaching and learning by: completing them after a lesson to identify which pupils have achieved an objective; identifying those pupils who may need additional support through further whole class teaching, focused group work and analysis groups (additional small group or one to one work outside of the main lesson); and identifying next steps for teaching.

Teachers use ongoing assessment during lessons to adapt their planning and learning for individuals and groups to ensure that work is appropriately pitched and that there is a suitable level of challenge.

Self and Peer Assessment:

Pupils are also expected to be engaged in the assessment process. Pupils are asked to evaluate their learning against a set of success criteria. As they get older, children will also be asked to become more involved in the writing of their own success criteria for lessons, particularly in extended writing sessions, in order to develop their independence in learning. Children should also have opportunities built in within lessons to:

- Respond to feedback and marking from teachers
- Have opportunities to improve their own and others' work, for example through editing and redrafting of writing
- Identify errors and make corrections to their work

Summative Assessment

Ongoing formative assessments are used at the end of each term to make a summative assessment judgement. Children in Key Stage 1 and Key Stage 2 are assessed against Age Related Expectations for each year group from Year 1 onwards. Taken from the Primary Curriculum 2014, these outline what every child is expected to know for Reading, Writing and Maths by the end of each school year.

Our assessment system is based upon teacher assessment. Teachers will continually assess pupils to determine how they are progressing using a set of Year Group objective trackers.

Teachers will use their professional judgement, supported by evidence in pupils' work, to determine whether a pupil has met a specific objective. In reading and writing, in order to evidence that a pupil has achieved an objective, they will have been able to demonstrate they have met the objective on at least three separate occasions. Teachers should be able to evidence that they are working securely at an objective independently over a number of lessons.

These formative judgements are supported by summative assessments from Year 2 to Year 6, including using previous SATs papers in Years 2 and 6; AQA Optional SATs papers in Years 3-5; and Rising Stars (Grammar, Punctuation and Spelling Progress Tests).

At the end of each term, the teacher must award each pupil a grade for the term.

The terminology that will be used to explain where children are working within the age related expectations is emerging, developing, secure and mastered.

What these terms means is set out below:

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| Emerging: | This means that your child has met at least 25% of objectives for a year group. |
| Developing: | This means that your child has met at least 50% of objectives, including some of the key objectives that we think are really important for that year group. |
| Secure: | This means that your child has met at least 85% of objectives, including most of the key objectives that we think are really important for that year group. |
| Mastered: | This means that your child has met at least 90% of objectives and can use them independently in a range of contexts, including all of the key objectives that we think are really important for that year group. They are beginning to work on objectives from the next year group's curriculum but have not yet secured 25% of these. |

Children may be taught objectives from a younger year group if this is appropriate to their needs. This includes Year 1 children, who may continue to be taught the Early Years Foundation Stage curriculum, if appropriate, at the start of Key Stage 1. Children who have secured all objectives from their year group, may begin working on some objectives from the year group above during the mastered level.

Nationally Standardised Summative Assessments in Years 1 to 6

Children in Year 1 take the Phonics Screening Check in June. Children who do not pass the test in this year will re-take it in Year 2. Children in Years 2 and 6 complete the end of Key Stage 1 / 2 assessment tests in Reading, Spelling, Grammar and Punctuation and Maths. Writing is also assessed across the year using teacher assessment.

Progress Measures

We believe that whatever a child's ability, the progress that they make each year is the most important measure of how well they are doing at school. We aim for every child to make at least 3 points progress during a year. For example, if they start the year at Developing Year 2, we would hope they would be Developing Year 3 by the end of the year. Schools identify and provide additional support to those children who are not making the expected progress to enable them to go as far as they can.

The table below outlines the expected progress flightpath for each pupil:

FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Emerging (1-)						
Emerging (1 / 1+)						
Expected (2)						
Exceeding (3)	E1 (3)					
	D1 (4)					
	S1 (5)					
	M1 (6)	E2 (6)				
		D2 (7)				
		S2 (8)				
		M2 (9)	E3 (9)			
			D3 (10)			
			S3 (11)			
			M3 (12)	E4 (12)		
				D4 (13)		
				S4 (14)		
				M4 (15)	E5 (15)	
					D5 (16)	
					S5 (17)	
					M5 (18)	E6 (18)
						D6 (19)
						S6 (20)
						M6 (21)

Colours show expected progress flight path.

Green shows expected attainment in each year group.

Moderation, Monitoring and Evaluation

Senior and middle leaders within each school are responsible for the moderation and accuracy of their data. Schools should have a number of ways in which teacher judgements for reading, writing and maths are moderated. These include:

- Rigorous and robust pupil progress meetings between the headteacher and each individual class teacher
- Moderation of assessment trackers and work by senior and middle leaders through observation and work scrutiny
- Joint teacher moderation, for example through whole school CPD (continued professional development).

St. Mary's Academy Trust also has a moderation team, which includes members of the central educational team and usually one representative from each school. The aims of the moderation team are to:

- validate the judgements of each school in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2
- ensure that there is consistency in judgements across the Trust
- identify any necessary areas of support for schools or individual teachers.

The Trust also uses the services of Barnsley Local Authority for statutory monitoring and moderation arrangements for the Early Years Foundation Stage Profile and primary assessments at the end of Key Stage 1 and 2.

Progress meetings are held at least termly, or more frequently if necessary, in school between each class teacher and the headteacher. This focuses on data analysis and individual children who are not on track to meet Age Related Expectations or make at least good progress. Next steps for teaching and learning are identified for the whole class, groups and individuals.

It is the responsibility of each headteacher, alongside their leadership team, to collate and analyse the school's summative results at the end of each term, following St. Mary's Academy Trust's Assessment Calendar.

Assessment data is evaluated by each senior leadership team, in conjunction with the Executive Principal, to identify priorities and next steps for individual pupils, each cohort and the school. Assessment data is used to inform the School Strategic Plan, the school's and individual teachers' continued professional development needs; and to inform future financial planning and resource needs. Assessment data also informs the performance management process and targets to ensure that pupil progress is at the heart of whole school improvement.

A meeting is held each term at the end of this process with the Executive Principal to ensure that the data presented by each school is accurate and robust; to discuss the school's

progress against key targets and objectives; and to identify and agree the next steps for improvement for the school.

Information for Parents and Carers

All of our teachers are expected to know what their pupils' individual strengths and areas for development are. These should be shared with both pupils and parents on a regular basis, at least once each term at Parents' Evening. Pupils will receive termly personal targets to work on which are shared with parents or carers either at Parents' Evening or sent home if they are unable to attend. Parents/carers should be supported to help their children to achieve these targets at home. Parents/carers of children in the Early Years Foundation Stage are able to access their child's electronic learning journey at home via a secure log in.

At the end of each academic year, each pupil will receive an annual report which will inform parents of their child's attainment and the progress that they have made.

Governance

The attainment and progress of each Academy within St. Mary's Academy Trust should be reported to the Academy's Local Governing Body through the headteacher and to the Performance and Standards Committee of the Trust Board of Directors through the Executive Principal. It is the role of these committees to monitor and challenge the performance of the Academies. The Performance and Standards Committee of the Trust should, through the Chair Person, report back their findings to the full Trust Board of Directors.

The information provided to governors should include:

- Early Years Foundation Stage Baseline data
- Termly attainment data for EYFS and all year groups from Year 1 to Year 6
- Termly progress data for EYFS and all year groups from Year 1 to Year 6
- Attainment and progress data presented as average points scores for different vulnerable groups of pupils, including: gender; SEN; most able pupils; free school meals: free school meals Ever 6; Pupil Premium: looked after children; English as an Additional Language; traveller children; and different ethnic groups of pupils.
- Headline data for EYFS, Year 2 and Year 6 for their end of Year assessments.

This is not a definitive list and governors may request further information at any one of their meetings.

An Academy's internal assessment data should be read and used in conjunction with national data, including RAISEonline and the Ofsted Data Dashboard.

Review

This Policy on Assessment and the resulting assessment practices will be reviewed annually and consultations sought if it is to be updated.