

**JAMES ELLIMAN ACADEMY  
ASSESSMENT POLICY**

**2015-2016**

## ASSESSMENT POLICY

### **Introduction and Rationale**

At James Elliman Academy we believe that effective assessment is fundamental to enable the extension and challenge of children's learning so that they can reach and exceed their potential. In essence; effective, efficient and accurate assessment is vital to raise standards of teaching and learning whilst eradicating under-achievement.

Assessment provides an academy-wide framework at which all different levels and perspectives merge so that educational objectives can be planned and implemented. It is incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments for:

- the whole academy;
- each key stage;
- individual year groups;
- individual classes;
- groups and individuals with the class;
- CPD for all staff.

Assessment is only effective if there is a regular review which is communicated and acted upon at all required levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, ethnic background and educational need. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

### **Aims and Objectives**

Using principles and processes of effective assessment, we aim to consistently:

- Monitor progress and support learning.
- Recognise the achievements of pupils and identify any areas for development.
- Inform pupils of their progress and what they need to do next to improve their work.
- Guide planning, teaching, additional support and resources that accurately meets the needs of each child.
- Inform parents and the wider community of pupil achievement.
- Provide the Principal and Academy Council with information that allows them to make secure judgements about the effectiveness of the academy.
- Comply with statutory requirements.

All of this is undertaken with the focussed aim of continually raising standards of teaching and learning throughout James Elliman Academy.

## **Types of Assessment**

- Assessment for Learning (AfL): Techniques and strategies used by teaching staff to help inform them of their pupils current level of understanding and progress at the outset of, within, and at the end of a lesson or unit. Such techniques include; mini whiteboard work, targeted questioning, marking linked to the learning objective, children's comments and feedback, verbal feedback from the teacher. This form of assessment is very focused and allows for effective differentiation in and across lessons.
- Formative: Ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Summative: Assessment via tests or an independent piece of work that occurs at the end of a half-term. Moderated and marked assessments allow us to identify individual, group and class needs that directly feed into periodic target setting. Senior and Middle Leaders analyse these outcomes to identify patterns, review progress and identify the needs for whole school or phase training, development and improvement. Comparisons are also using this data against local and national standards.
- Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be more useful in providing detailed data, e.g. miscue analysis in Reading, precision teaching outcomes etc. In all data assessment reviews, information is gathered, analysed and interpreted for future planning.

## **Assessment in the Early Years**

On entry to James Elliman Academy pupils will be informally assessed. At the beginning of the Reception year, a Baseline assessment is undertaken. Results are used to inform planning, set targets and aid early identification of special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following:

- Prime Areas of Learning;
  - Communication and Language.
  - Physical Development.
  - Personal, Social and Emotional Development.
- Specific Areas of Learning;
  - Literacy.
  - Mathematics.
  - Understanding of the World.
  - Expressive Arts and Design.
- Characteristics of Effective Learning;
  - Playing and Exploring.
  - Active Learning.
  - Creating and Thinking Critically.

Pupil's developments and achievements are recorded in their Profile. There are 17 Early Learning Goal descriptors, together with a short description of the three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting

the level of development 'expected' at the end of the Reception year, 'exceeding' this level or not yet reached this level (emerging).

### **Assessment in Key Stage 1**

Assessment is made via teacher's ongoing observations and informal half-termly tests. Results are used to inform planning, set targets and aid any special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed against the National Curriculum (2014) framework / Interim Performance Descriptors for each year group. At the end of Key Stage 1, in Year 2; pupils undertake National Curriculum Tests in the following subjects:

- English; Reading.
- English; Grammar, Punctuation and Spelling.
- Mathematics.
- Writing (not a test but assessed and moderated examples of children's writing).

For each subject, teachers must judge whether a child is 'Below National Standard' / 'Working Towards National Standard' / 'National Standard' / 'Above National Standard' for the end of the relevant national curriculum year. Finally they may be working at 'Mastery Standard'; where children are significantly above the standard expected.

### **Assessment in Key Stage 2**

As for Key Stage 1, assessment is made via teacher's ongoing observations and informal half-termly tests. Results are used to inform planning, set targets and aid any special needs. Pupils will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. They are assessed against the National Curriculum (2014) framework / Interim Performance Descriptors for each year group. At the end of Key Stage 2, in Year 6; pupils undertake National Curriculum Tests in the following subjects:

- English; Reading.
- English; Grammar, Punctuation and Spelling.
- Mathematics.
- Writing (not a test but assessed and moderated examples of children's writing).

For each subject, teachers must judge whether a child is 'Below National Standard' / 'Working Towards National Standard' / 'National Standard' / 'Above National Standard' for the end of the relevant national curriculum year. Finally they may be working at 'Mastery Standard'; where children are significantly above the standard expected.

### **Rationale for Progress Steps (Assessment Points) (See Appendix:1 Assessment and Progress Overview [NC2014])**

With each National Curriculum Year Group having its own Assessment Scale, and each Assessment Scale being sub-divided into 5 Assessment Steps;

- Below National Standard.
- Working Towards National Standard.

- National Standard.
- Above National Standard.
- Mastery Standard.

We have therefore given, for the purposes of pupil progress and attainment, each Assessment Step a points value. This is known as a Progress Step. The range of progress in each scale measures 5 points.

The value of the Progress Step continues from the end of the Early Years, allowing for a seamless transition of assessment data into Key Stage 1, and for staff to use at a variety of levels across James Elliman Academy.

Each year group uses the 5-point Progress Steps to set pupil, group and cohort targets while also measuring pupil, group and cohort progress and attainment. The progress measures across an academic year and Key Stage are clearly defined at the foot of the Assessment and Progress Overview document (see Appendix 1). These measures are also strategically used for managing the performance of staff.

### **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include;

- Lesson plans.
- Pupil's work / books.
- Teacher's notes / informal ongoing records.
- Classroom Monitor. A secure pupil assessment database that is frequently updated, at least once per half term.
- Pupil progress meeting records that includes a data review from Classroom Monitor.
- For SEND pupils; IEPs.
- National baseline, Early Learning Profile.

### **Marking**

Marking follows the academy's marking codes. It is instrumental in ensuring that a personalised learning journey for all pupils is realised. Marking directly relates to the area of learning, success criteria and targets set for each individual. The primary aims of marking are to ensure that the pupil can move their learning forward, and that teachers know what pupil's learning gaps are so that plans can be implemented. For this to occur, time must be given in the lesson for the pupils to review and respond to any marking. Marking takes a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps with guidance from the teacher (see Key Messages for Marking and Presentation in Books 2015/16).

### **Standardisation and Moderation**

The processes of standardisation and moderation are an essential part of the assessment system. Teachers are involved in both of these processes to ensure agreement on criteria for performance descriptors in the following ways;

- With colleagues at James Elliman Academy.

- With colleagues from The Park Federation schools.
- By attending LA sessions to ensure our judgements are in line with other schools.

### **Target Setting and Reviewing Progress**

We set long-term targets in English (Reading and Writing) and Mathematics for all children during Term 1 of each academic year. We discuss individual targets and communicate these to parents during parent/carer meetings. We regularly review the progress of each child in relation to these targets and this information is used to revise them. Short-term targets are displayed inside the front cover of exercise books so that they can be set and reviewed by the children on their own, with each other, and with teaching staff.

### **Reporting**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's progress. Fixed-appointment parent consultations are held in the Autumn, Spring and Summer terms. During the summer term we also give all parents a written report of their child's progress and achievements during the year, in relation to National Standards. In this report we also identify targets for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. We also include a space for children to reflect upon their learning and set targets for the following year.

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## APPENDIX 1: ASSESSMENT AND PROGRESS OVERVIEW (NC2014)

Early Years			
National Curriculum Year	Assessment Scale	Assessment Step	Progress Step
Birth – 11 months	Birth – 11m	0-11 Beginning	1
		0-11 Developing	2
		0-11 Secure	3
8-20 months	8-20m	8-20 Beg.	4
		8-20 Dev.	5
		8-20 Sec.	6
16-26 months	16-26m	16-26 Beg.	7
		16-26 Dev.	8
		16-26 Sec.	9
22-36 months	22-36m	22-36 Beg.	10
		22-36 Dev.	11
		22-36 Sec.	12
30-50 months (Nursery)	30-50m	30-50 Beg.	13
		30-50 Dev.	14
		30-50 Sec.	15
40-60 months (Nursery)	40-60m	40-60 Beg.	16
		40-60 Dev.	17
		40-60 Sec.	18
Reception	EYFSP	ELG Emerging	19
		ELG Expected	20
		ELG Exceeding	21

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## Key Stage 1 and Key Stage 2

National Curriculum Year	Assessment Scale	Assessment Step	Progress Step
Year 1	Stage 1	1 Below National Standard	22
		1 Working Towards National Standard	23
		1 National Standard	24
		1 Above National Standard	25
		1 Mastery Standard	26
Year 2	Stage 2	2 Below National Standard	27
		2 Working Towards National Standard	28
		2 National Standard	29
		2 Above National Standard	30
		2 Mastery Standard	31
Year 3	Stage 3	3 Below National Standard	32
		3 Working Towards National Standard	33
		3 National Standard	34
		3 Above National Standard	35
		3 Mastery Standard	36
Year 4	Stage 4	4 Below National Standard	37
		4 Working Towards National Standard	38
		4 National Standard	39
		4 Above National Standard	40
		4 Mastery Standard	41
Year 5	Stage 5	5 Below National Standard	42
		5 Working Towards National Standard	43
		5 National Standard	44
		5 Above National Standard	45
		5 Mastery Standard	46
Year 6	Stage 6	6 Below National Standard	47
		6 Working Towards National Standard	48
		6 National Standard	49
		6 Above National Standard	50
		6 Mastery Standard	51

### Progress Measures across an Academic Year

<b>Inadequate Progress</b>	A pupil makes <5 points progress (<4 points in Year 1).
<b>Expected Progress</b>	A pupil makes 5 points progress (4 points in Year 1).
<b>Good Progress</b>	A pupil makes 6 points progress (5 points in Year 1).
<b>Outstanding Progress</b>	A pupil makes 7+ points progress (6+ points in Year 1).

Progress Measure	EY to the end of KS1	KS1 to the end of KS2
<b>Inadequate Progress</b>	A pupil makes <9 points progress.	A pupil makes <20 points progress (or <10 across 2 years).
<b>Expected Progress</b>	A pupil makes 9 points progress.	A pupil makes 20 points progress (or 10 across 2 years).
<b>Good Progress</b>	A pupil makes 10 points progress.	A pupil makes 22 points progress (or 11 across 2 years).
<b>Outstanding Progress</b>	A pupil makes 11+ points progress.	A pupil makes 24+ points progress (or 12+ across 2 years).