



Milldown CE Academy  
Inspire. Believe. Achieve.

# Assessment Policy

<i>Policy approved by</i>	<i>(Governing Body)</i>	<i>Date: September 2023</i>
<i>Policy implemented on</i>		<i>Date: September 2023</i>
<i>Policy review date</i>		<i>Date: September 2026</i>

“The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.” **Dylan Wiliam**

## Rationale

At Milldown CE Academy we believe that assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. Tracking of summative assessment helps us to ensure that children are on track to meet or exceed their prior attainment, and also helps us to ensure that the school is improving over time.

## Objectives:

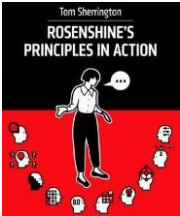
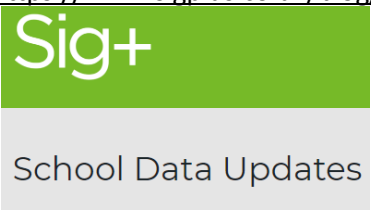




This purpose of this policy is to ensure a consistent approach is taken to assessment throughout the school.

## Assessment principles

We adhere to the principles of assessment set out by the NAHT (appendix 1), summarised as follows:

- 1) Assessment is at the heart of teaching and learning.
- 2) Assessment is fair.
- 3) Assessment is honest.
- 4) Assessment is ambitious.
- 5) Assessment is consistent.
- 6) Assessment outcomes provide meaningful and understandable information.
- 7) Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

This policy has been underpinned by (but wasn't limited to) the following educational research:

<p>Rosenshine's Principles in Action: Tom Sherrington</p> 	<p>Data Analyst: James Pembroke <a href="https://www.sigplus.co.uk/blog/">https://www.sigplus.co.uk/blog/</a></p> 	<p>Assessment Without Levels Department for Education</p> <p>Final report of the Commission on Assessment without Levels September 2015</p>  <p>Chaired by John McIntosh CBE</p>
<p>Teach Like a Champion: Doug Lemov</p> 	<p>Making Good Progress: Daisy Christodolou</p> 	<p>Education Endowment Trust</p>  <p>Education Endowment Foundation</p>

## **1. Formative Assessment (assessment for learning) - Also Termed As 'Responsive Teaching'**

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance...It must not only move the learning forward but also the learner..." **Dylan William,**

Assessment for learning opportunities are a natural part of teaching and learning, because in order to effectively help children learn, teachers need to know what they have understood and what needs to be taught next. This assessment constantly takes place in the classroom through questioning, discussion, and observation and analysis of work. Effective formative assessment is dynamic, adapting and evolving in light of responses in class – hence the term 'responsive teaching'. Formative assessments will not necessarily be recorded unless there is value in doing this. 'Live' feedback and marking during lessons is commonplace, because, as Dylan William puts it, "the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning." Written marking will only be carried out if it is deemed that this is the most effective way of sharing feedback with the child.

At Milldown CE Academy, we want all children to exhibit positive learning behaviours and engage with their learning.

To ensure our assessment for learning is effective, we:

- Incorporate formative assessment opportunities in medium and short term planning.
- Evaluate pupils' knowledge, skills and understanding, both during the lesson and through looking at the work in their books, in order to identify gaps and misconceptions so that any issues can be addressed subsequently.
- Act on this information as soon as possible in order to address the issues.
- Adjust plans and lesson resources to meet the identified needs of the pupils, reframing tasks where appropriate.
- Encourage pupils to evaluate their own and each other's work against success criteria.
- Ensure written feedback on pupils' work is constructive and purposeful in accordance with the feedback policy.
- Use tracking software and gap analysis and question level analysis to highlight gaps in individual children's learning and use this to direct planning and interventions.

These assessment for learning strategies include, but may not be limited to:

- Pre-assessments and questioning to identify current understanding and skills leading to pre-teaching.
- Rich questions and answer sessions during lessons.
- Use of mini-whiteboards to enable the teacher to see an answer from every child.
- Quizzing and other retrieval practice strategies.
- Giving sufficient thinking time before children discuss or share answers – a minimum of 6 seconds is good, 10 seconds is better (the 'Pose-Pause-Pounce-Bounce' strategy may be useful).
- Use of 'think/pair/share' or talk partners to enable children to respond individually then with a partner before sharing their thoughts.
- Use of either 'no hands up', 'all hands up' or lolly sticks to ensure that when a key question is asked, every child thinks and is ready to have a go at giving an answer. See *Doug Lemov, TLAC 'Cold Calling.'*
- Working walls.
- Self and peer evaluation.
- Discussion, talk and modelling - whole class modelling and remodeling to aid self and peer assessment.
- Developing the child as a learner, not just improving the piece of work, through scaffold prompts when questioning and giving feedback, e.g. Rather than directly pointing out the mistakes/areas for improvement, if the child is able to work it out themselves then say, "*In this paragraph there are three spellings that need fixing. Find and fix them*". Or, "*4 of your answers are correct and 2 need fixing. Find and fix them. As an extra challenge, explain what your mistake was.*"

## **2. Summative Assessment (assessment of learning)**

Assessment of learning happens at the end of each term and year. Teachers evaluate pupils' learning and progress in order to judge whether pupils are on track to meet their end of year expectations, and whether the planning and teaching has been effective.

To ensure our assessment of learning is effective, we:

- Conference pupils to gauge their level of understanding of concepts, to celebrate progress and to identify and unpick misconceptions and/or barriers to learning.
- Complete termly standardised assessments for each pupil in reading, spelling, punctuation and grammar, and maths (using Rising Stars assessments in Years 1 – 5 and past KS2 test papers in Year 6)
- End of unit assessments for science, foundation subjects, and maths (taken from WRMH)
- Triangulate work in books, outcomes from standardised tests and knowledge of the pupil to come to a summative judgement for reading, writing and maths and cross-reference the end of unit quiz with the pupil's written/verbal response to the 'BIG' question for science and foundation subjects
- Through professional dialogue, use a range of evidence to moderate judgements as a school and in addition, with other schools for EYFS, Year 2 and Year 6
- Carry out pupil progress meetings (a member of SLT with the class teacher) to discuss and validate outcomes, celebrate successes and identify next steps and teaching/intervention strategies (which are then reviewed half-way through the next term)

End of term teacher assessment judgements for reading, writing and maths and end of year judgements for all subjects are recorded on Insight Tracker, using the following codes:

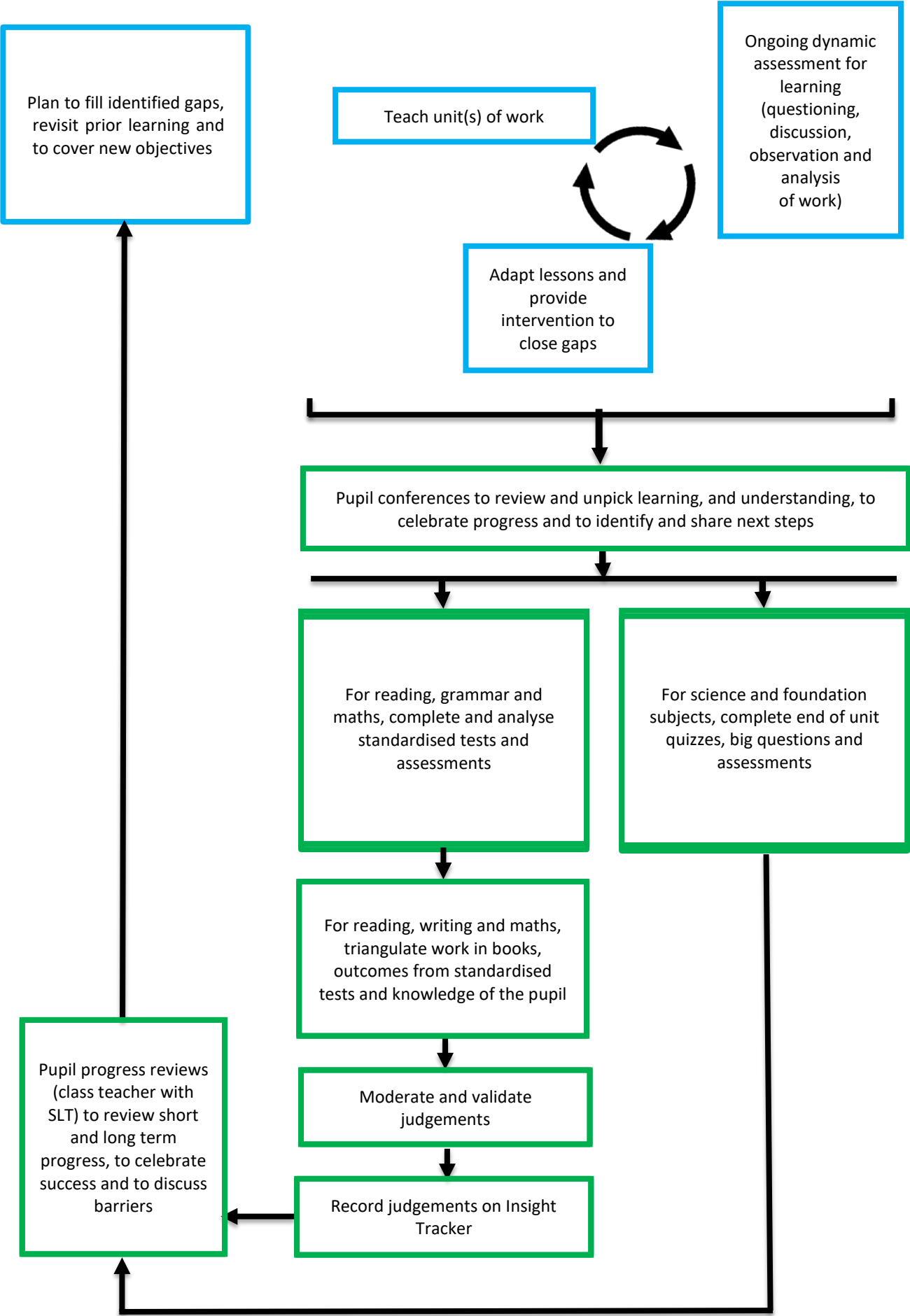
- BLW (working below the current year group curriculum)
- WTS (working towards the objectives taught and not yet secure in most/all of them)
- EXS ('expected'; has achieved what has been taught so far and is 'on track' to meet age-related expectations by the end of the year)
- GDS (is working at greater depth within the current year group objectives)

This data is then used by the Headteacher and SLT to track progress made by cohorts, groups of pupils and individuals and to analyse teacher and school performance.

### **What Assessment Happens When?**

<b>Day to Day</b>	<b>Every Half-Term</b>	<b>End of the Term</b>	<b>End of the Year</b>
<ul style="list-style-type: none"><li>• Feedback and marking</li><li>• Low-Stakes quizzes</li><li>• Adapting lessons</li><li>• Pre-teaching</li><li>• Immediate catch-up intervention</li><li>• Planned interventions</li><li>• Weekly spelling test and focus maths skill</li></ul>	<ul style="list-style-type: none"><li>• End of unit assessments→gap analysis</li><li>• Foundation subject and science quizzes</li><li>• Written/verbal response to the BIG questions</li><li>• Pupil Progress review</li><li>• Phonic assessments</li><li>• Book band stage reviewed</li><li>• Times table test</li></ul>	<ul style="list-style-type: none"><li>• Standardised tests (PUMA, PIRA, GaPS)</li><li>• Standardisation and moderation of English and maths</li><li>• Pupil progress review</li><li>• Data recorded on Insight Tracker</li></ul>	<ul style="list-style-type: none"><li>• Same actions as end of term</li><li>• Cross-moderation with other schools and Local Authority</li><li>• Transition meeting between current and new teacher to share key information</li></ul>

Formative and summative assessment cycle



### **3. Reporting**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets, and enables an effective home-school link. Parent's Evenings and end of year reports are designed so that they inform parents of pupils' development and progress and have a positive effect on pupils' attitudes, motivation and self-esteem.

To ensure our reporting is effective, we:

- Provide opportunities for three parent consultation evenings:
  - An evening in autumn so that parents can discuss how well their child has settled.
  - A mid-year evening so parents can be given a mid-year progress report and discuss how they can support their children's learning at home.
  - An opportunity at the end of the year to discuss the end of year report.
- Provide an end-of-year written report which include results of statutory tests and assessments and gives information relating to progress and attainment.
- Have an open-door policy where parents have invited in to celebrate work their child is proud of.
- Children are encouraged to talk through their own progress with their parents by reviewing their learning and their exercise books during parent consultations.
- Discuss pupil progress at the request of parents by appointment.

### **Reviewing the Assessment Policy and ensuring it is followed**

It is important that the assessment policy is kept relevant and up to date, and that it is being followed.

The assessment leader will:

- Formulate the assessment policy in consultation with the Headteacher, Senior Leadership Team, staff and governors.
- Review the policy regularly in light of statutory requirements and the needs of the school.
- Provide support and guidance with assessment and keep up to date with current information and good practice.
- Ensure that staff have access to professional development opportunities on assessment.
- Maintain an overview of termly results to identify attainment and progress made by individual pupils and by groups of pupils such as those on Pupil Premium, those with SEND, gender groups, vulnerable children and children from an ethnic minority background.

The Senior Leadership Team will:

- Report to governors regarding the policy, statutory test results and cohort targets.
- Review classroom practice in order to ensure the assessment policy is being followed.
- Monitor the effectiveness of the assessment practices in order to ensure they continue to lead to raised standards of teaching and learning.

**Other related policies:** Marking and Feedback Policy; Teaching and Learning Policy.

## **Appendix One – underpinning principles for assessment (NAHT)**

The principles, in conjunction with the design checklist that follows, will assist schools as they develop their own assessment systems. Schools will be able to review their own processes to ensure that they are underpinned by these principles and, where this is the case, determine whether the assessment system is fit for purpose.

### ***1. Assessment is at the heart of teaching and learning.***

- a.** Assessment provides evidence to guide teaching and learning.
- b.** Assessment provides the opportunity for students to demonstrate and review their progress.

### ***2. Assessment is fair.***

- a.** Assessment is inclusive of all abilities.
- b.** Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

### ***3. Assessment is honest.***

- a.** Assessment outcomes are used in ways that minimise undesirable effects.
- b.** Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c.** Assessment judgements are moderated by experienced professionals to ensure their accuracy.

### ***4. Assessment is ambitious.***

- a.** Assessment places achievement in context against nationally standardised criteria and expected standards.
- b.** Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c.** Assessment objectives set high expectations for learners.

### ***5. Assessment is appropriate.***

- a.** The purpose of any assessment process should be clearly stated.
- b.** Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information). Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- c.** Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

### ***6. Assessment is consistent.***

- a.** Judgements are formed according to common principles.
- b.** The results are readily understandable by third parties.
- c.** A school's results are capable of comparison with other schools, both locally and nationally.

### ***7. Assessment outcomes provide meaningful and understandable information for:***

- a.** pupils in developing their learning
- b.** parents in supporting children with their learning;
- c.** teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d.** school leaders and governors in planning and allocating resources; and
- e.** government and agents of government.

### ***8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.***