



ASSESSMENT AND TRACKING POLICY

Head teacher signature: 
Chair of Governors signature: 
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Version Control		
Date	Version	Comments
18.09.2023	V1	Page 5 – SENCo added to the list
		Page 6 – Table has been completed revised to reflect new statutory assessment requirements.

UNDERPINNING PRINCIPLES FOR ASSESSMENT (NAHT 2014)

The principles, in conjunction with the design checklist that follows, form the basis for the development of assessment at Thomas Buxton Primary School. They allow us to review our own processes to ensure that they are underpinned by our belief in these principles to ensure our 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).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. 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.**

ASSESSMENT IN SCHOOLS – UPDATED NAHT DESIGN CHECKLIST

OUR APPROACH TO ASSESSMENT

Assessment is integral to high quality teaching and learning. It helps us to ensure that our

- Teaching is appropriate and that learners are making expected progress.
- Staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

OUR METHOD OF ASSESSMENT

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed against relevant criterion contained in our expectations for that year, as either
 - Emerging
 - Developing
 - Secure
 - Mastered
- Where a pupil is assessed as having mastered a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils ready for the next stage of the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school, by colleagues in other schools and by the local authority to make sure our assessments are fair, reliable and valid.

OUR USE OF ASSESSMENT

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

‘If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plant – directly affecting their growth’
(Shirley Clarke, Unlocking Formative Assessment, 2001)

RATIONALE

The purpose of this policy is to support school improvement and the raising of standards of achievement for all our pupils.

THIS POLICY INTENDS TO:

- make clear our vision of the role of assessment and tracking as part of teaching and learning in Thomas Buxton Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment and tracking
- provide clear definitions and purposes for different types of assessment

FUNDAMENTAL PRINCIPLES OF ASSESSMENT

ALL ASSESSMENT SHOULD:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil stages
- enable parents to be involved in their child’s progress

ROLES & RESPONSIBILITIES

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue about their

learning progress. The outcomes of summative assessments are reported to the Assessment & Tracking Team in the first instance. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report as well as during Pupil Progress meetings.

THE ASSESSMENT & TRACKING TEAM COMPRISES:

- Lorraine Flanagan (Headteacher)
- Assessment and Tracking Leader – Claire Redpath (Deputy Head)
- Assistant Head Teacher
- SENDCo
- Phase Leaders
- Subject Leaders

THE ASSESSMENT AND TRACKING LEADER IS RESPONSIBLE FOR ENSURING THAT:

- each class teacher, subject leader and senior leader uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set pupil progress targets as appropriate
- data is collated centrally at the agreed data collection points
- all staff are familiar with current tracking guidance for data collection and analysis
- summative assessment tasks are carried out and recorded appropriately using centrally located resources
- staff are familiar with current Assessment policy and practice.

THE HEADTEACHER AND ASSESSMENT AND TRACKING LEADER ARE JOINTLY RESPONSIBLE FOR:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- holding teachers to account for the progress of individual pupils and specific pupil groups towards agreed targets and termly pupil progress meetings

THE ASSESSMENT AND TRACKING LEADER AND SUBJECT LEADERS ARE RESPONSIBLE FOR:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and the Assessment and Tracking Leader, where appropriate
- Monitoring standards in their subject according to criteria set out in the National Curriculum.

MONITORING, MODERATION AND EVALUATION

The Headteacher, in association with the Assessment and Tracking Team, will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA and local partner schools. Key Stage 1 assessments are moderated internally every year and externally every three years by the LA. Year 6 Writing assessment will be moderated three times a year in conjunction with our partner Primary and Secondary schools in the local network and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

SUMMATIVE ASSESSMENT

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

STRATEGY	PURPOSE
<p>Statutory Assessments:</p> <p>EYFS</p> <ul style="list-style-type: none"> • Reception Baseline Assessment (RBA): Administered by the class teacher within the first six weeks of the child starting Reception • Good Level of Development (GLD): Attainment is submitted in June of Reception. A summative assessment is made in each of the 17 strands. <p>Key Stage 1</p> <ul style="list-style-type: none"> • Phonics Screening Check (PSC): One week in June of Year 1. Administered in school. Children read 40 words. • End of Key Stage One (Year 2) Attainment based on Teacher Assessment is submitted for each child in the following areas: Reading, Writing, Maths and Science. *Optional SATS tests are available to support Teacher Assessment. <p>Key Stage Two</p> <ul style="list-style-type: none"> • Multiplication Times Tables Check (MTC): Two week window in June of Year 4. Quick Response test carried out digitally. Children answer 25 questions. • SATS End of Key Stage Two (Year 6): One week in May of Year 6 for schools to administer a Reading test, Arithmetic Test, two maths Reasoning tests and a Grammar, Punctuation and Spelling test. • End of Key Stage Two (Year 6): Attainment based on Teacher Assessment is submitted for each child in the following areas: Writing and Science. 	<p>To establish pupils' abilities at the beginning of their schooling so that subsequent progress in achievement can be compared with, and measured against, expected achievement.</p> <p>To provide a summative end of key stage attainment result.</p> <p>National measures against which to compare children's performance.</p> <p>They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Year 1-Year 6: Termly PiXL (Partners in Excellence) tests in Reading, Grammar and Mathematics</p>	<p>Support teacher assessment judgements and provide information to parents and the next year's teaching team.</p> <p>They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>

FORMATIVE ASSESSMENT / ASSESSMENT FOR LEARNING

What is it? Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

STRATEGY	PURPOSE
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>