



Assessment Policy

January 2020

This policy aims to provide clear guidelines on Gascoigne Primary School's approach to assessment. Gascoigne Primary School is a Rights Respecting School; Article 28 states 'Every child has a right to education'; Article 29 states 'Education must develop every child's personality, talents and abilities to the full.'

1. Legislation and guidance

References:

Final Report of the Commission on Assessment without Levels, 2015.

Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Education Inspection Framework and Handbook, Ofsted May 2019.

Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group, March 2016.

A marked improvement? A review of the evidence on written marking, 2016, Education Endowment Foundation.

2. Intentions of Assessment at Gascoigne Primary School

Gascoigne Primary School is a growing, 7-form entry Primary School on two sites and as such, requires robust, timely, easily-communicated and economical assessment practices, which can be understood by all stakeholders.

Gascoigne Primary School views assessment as a process of gathering and using information about the knowledge, skills, understanding and attitudes of pupils, in order to identify misunderstandings and achievements and the next steps in learning and to arrive at a judgment of the level of performance. Assessment, Curriculum, Teaching and Learning approaches are inextricably linked in school practice.

Intent:

- *That every pupil is entitled to be assessed and the outcomes analysed to inform teaching and improve learning.*
- *Pupil assessment methods are suited to pupil age and stage of development.*
- *Assessment is to be used in order to raise standards and plug gaps in knowledge, skills and understanding and experience.*
- *Assessment outcomes should be analysed to lead to improved pupil independence in learning.*
- *Procedures across the school for assessment should be consistent.*
- *Staff training on assessment is ongoing, enabling staff to know the expectations at the start, middle and end of a year group and Key Stage, for all subjects.*
- *Systems are in place so that moderation and standardisation underpin assessment judgements.*
- *Assessment should be manageable for staff and meaningful and motivating for pupils.*
- *Assessment analysis should be easily communicated to a range of stakeholders, including pupils, governors and families.*
- *Pupils are equipped to address statutory assessment procedures.*

3. Context

Early Years Foundation Stage

Assessment in the EYFS at Gascoigne Primary School is ongoing, using a variety of strategies, taking account of the child's starting point, date of entry, language capacity and settling period into school. Assessments are recorded through photos, observations, planned assessment tasks and examples of learning, to guide everyday planning. Individual records are started at the child's point of entry and continued into Reception. These assessments and Learning Journeys are transitioned into Year 1 through the Summer term. Staff liaise with prior settings to pass on information to enable a smooth start to the EYFS mid-year. Staff observe and note the level of independence as pupils are learning and make judgements based on pupils' independent application of knowledge, skills and understanding in meaningful contexts.

Star Room and Rainbow Room

Assessment for pupils with social and communication support in school follows that of their peer class where appropriate and includes observation and staff-pupil interaction, with reference to the National Curriculum, EYFS framework, PIVOTS and Pre-Key Stage outcomes. Class teachers, Year Group Leaders and social communication staff work together to make summative assessments for pupils.

Horizon 360

The Lead Teacher in H360 assesses pupils in line with school procedures and with an added emphasis on targeting and assessing progress in pupils' social and emotional development. Boxall profiles, SDQ (Strengths and Difficulties Questionnaire) and The Thrive Approach are used.

4. Assessment Approaches

At Gascoigne Primary School, we use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment: this is used for feedback from pupils to adult and from adult to pupils and pupil to pupil, in order to improve standards as part of day-to-day teaching. Staff adapt lessons, support, plan, group and use teaching approaches accordingly and provide feedback to pupils.

Formative assessment at Gascoigne is characterised by planning that builds on prior assessment; effective questioning and dialogue; observation and listening by staff; pupils knowing what to do independently if 'stuck'.

Staff respond to their formative assessment through varying lesson pace, level of modelling, teaching a guided group or individual, giving instant feedback to individuals, groups, class, adapting resources.

In-school summative assessment: this is used termly to assign an in-school tracking judgment, for standardisation and for gap analysis. Outcomes are used by class teachers and leaders to identify gaps and misunderstandings, to monitor the performance of pupil cohorts, to identify where interventions may be required, and to work with teachers to ensure that pupils are supported to achieve good progress and attainment. Pupils are given feedback on how they can address their next step in learning. Parents are informed about this attainment each term.

For Y2-Y6, standardised tests are used for Reading and Maths and Grammar, Punctuation and Spelling. Where tests are used, this is to ensure consistency of comparison of outcomes across very large year groups and to assist pupils with test approaches prior to end of Key Stage tests. Test marking is checked

and samples are moderated. Test marks are converted using a consistent conversion for Reading and Maths and Grammar and this is recorded on Target Tracker, allowing for like-for-like comparison of data across large cohorts and year on year.

Teachers assess Writing based on an assessment piece each half term in the Writing Journey, assessed using national and school-devised Teacher Assessment Frameworks (TAFs).

Read, Write Inc (RWI) phonics assessments take place in YR-2 on a 6-week cycle and benchmarking for reading assessments is a rolling assessment.

In addition to in-school assessment, the following *practices* help support progress for all pupils:

SEND reviews; progress meetings; assessments of newly-arrived pupils; pupil targets; joint PPA for planning; conferencing with pupils; parent meetings; parent workshops.

Nationally standardised summative assessment: this is used by staff and governors to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure all pupils are supported to achieve good progress and attainment. It allows pupils and parents to understand how pupils are performing in comparison to pupils national

At Gascoigne Primary School, nationally standardised summative assessments consist of the following:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1 and Year 2
- National Curriculum tests at the end of Key Stage 1 for RM (Year 2)
- Teacher Assessment at the end of Year 2 for RWMS
- Multiplication Tables Check (MTP) Year 4 from 2020
- National Curriculum tests at the end of Key Stage 2 for Year 6
- Teacher Assessment at the end of Year 6 for WS

5. Internal Data Collection:

Being mindful of data collection needing to be purposeful, manageable and used to raise standards, there are three attainment data collection points for the school year (Y1-6) and four for EYFS. (Two of these data collections for end of Key Stage are shared across PACE (Primary Alliance for Collaborative Engagement) for local comparison and follow-up CPD.

Target Tracker is the data management system used across the school. This allows for one central place for recording, remote access for all staff and report analyses.

For each year group there are 6 steps on Target Tracker to select which show progress:

B Beginning in the Band for the year group

B+

W Working within the Band

W+

S Secure in the Band – aim for end of year

S+

Pupils should not be assessed against the statements from the higher year groups as pupils should enhance their knowledge, skills and understanding through curriculum application and context. To make a summative Step judgement, teachers should refer to test outcome conversion for Y2-6 for Reading and Maths and to TAF outcome for Writing. Pupils should make a minimum of 6 steps progress in a school year. For EYFS the Steps follow the Developmental Matters Bands.

Year group	Internal Data Assessment- Intent	Timeline-what internal data is being collected and analysed and when	Internal Data Assessment- Implementation	Internal Data Assessment- Impact
Nursery	Identify and teach from child's starting points. Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London.	Baseline on admission. Autumn 2. Spring 2 Summer 2	Observation Evidence gathering Talk Working with Families Outcomes produced	Progress per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents.
Reception	Identify and teach from child's starting points. Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London.	Baseline on admission. Autumn 2. Spring 2 Summer 2/final reported judgements	Observation Evidence gathering Talk Families Outcomes produced RWI assessment for phonics Benchmarking for reading	Progress per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents. At standard for reading.
Year 1	Teach from EYFS reported outcomes. Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London. Prepare	Baseline on admission – converted from EYFS. Autumn 2. Spring 2 Summer 2 Phonics Screening Check mocks Science teacher assessment per	Observation Evidence gathering Talk Outcomes produced RWI assessment Benchmarking reading Recorded learning Tests Writing Journey	Progress and improvement per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents. At standard for reading.

	pupils for end of Key Stage standards.	unit RWI assessments Writing teacher assessment half termly		
Year 2	Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London. Prepare pupils for statutory assessment and Y3	Autumn 2 Spring 2 Summer 2/final reported judgements Phonics Screening Check mocks Writing teacher assessment half termly Science teacher judgement per topic	Observation Evidence gathering Talk Outcomes produced RWI assessment Benchmarking reading Recorded learning Tests Writing Journey	Progress and attainment improvement per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents Meeting national age expected outcomes At standard for reading
Year 3 & 4	Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London.	Autumn 2 based on test outcomes for R&M& GPAS. Spring 2 based on test outcomes for R&M& GPAS. Summer 2 based on test outcomes for R&M&GPAS. Writing teacher assessment half termly Science teacher judgement per topic Benchmarking	Reading tests Maths tests Writing teacher assessments Science teacher assessments Observations Benchmarking reading as req.	Progress and attainment improvement per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents At standard for reading
Year 5	Ensure Gascoigne pupils are achieving at least in line with peers nationally and in	Autumn 2 based on KS2 test outcomes for R&M& GPAS. Spring 2 based on KS2 test outcomes for	Reading tests Maths tests Writing teacher assessments Science teacher assessments	Progress and attainment improvement per term evident and next steps for child and planning. Underachievement addressed.

	London.	R&M& GPAS. Summer 2 based on KS2 test outcomes for R&M& GPAS. Writing teacher assessment half termly Science teacher judgement per topic	Observations	Reporting to parents
Year 6	Ensure Gascoigne pupils are achieving at least in line with peers nationally and in London. Prepare pupils for statutory assessment and Y7	Half termly based on R,M, & GPAS outcomes Writing teacher assessment half termly Science teacher judgement per topic	Reading tests Maths tests Writing teacher assessments Science teacher assessments Observations	Progress and attainment improvement per term evident and next steps for child and planning. Underachievement addressed. Reporting to parents

6. Standardisation & Moderation

On-going training and support is in place to assist teachers in knowing the subject expectations at the start, middle and end of the school year for national curriculum subjects. Test samples and teacher assessment are moderated during assessment periods, led by senior staff, with variations addressed through progress meetings, further moderation, training courses and joint assessment.

Gascoigne Primary School is part of PACE (Primary Alliance for Collaborative Engagement) with 8 local schools. Cross-school moderation takes place through the school year for EYFS, Reading, Writing and Maths, led by school leaders or external consultants. Staff attend LA and PACE training to ensure understanding of end of Key Stage assessment and standards.

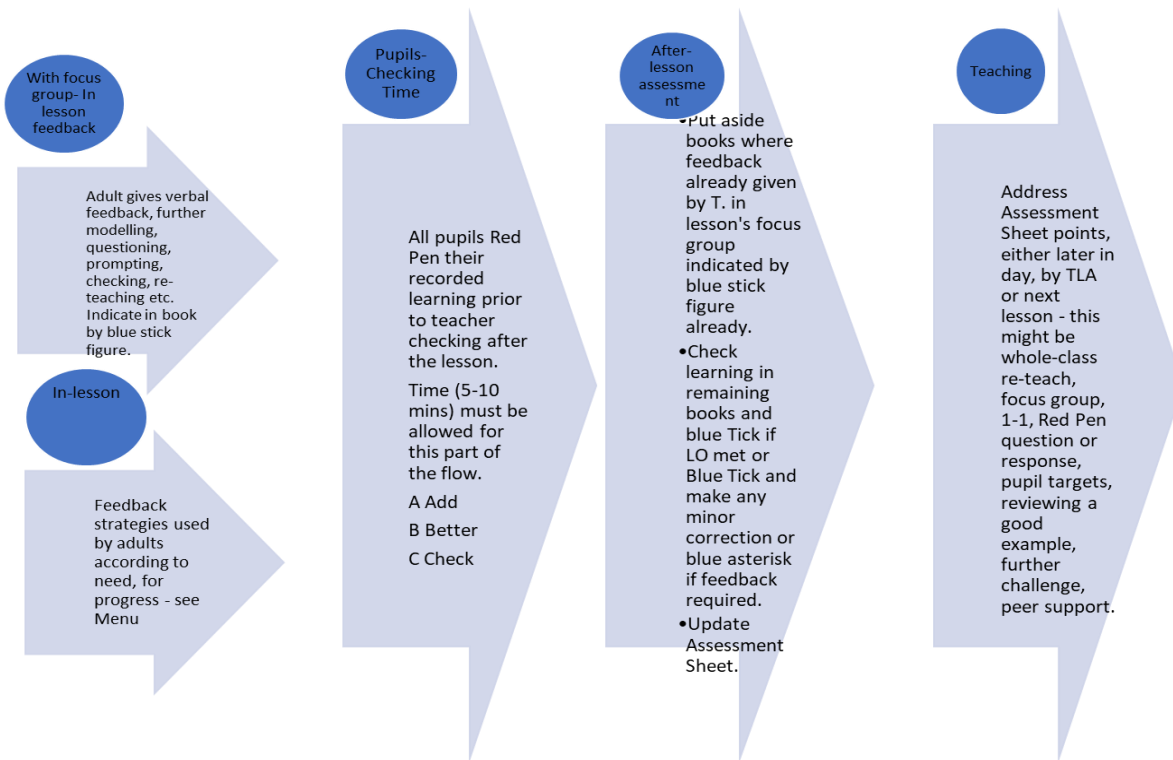
Gascoigne school leaders train and are appointed as Local Authority end of Key Stage moderators.

7. Achieving Impact with Daily Assessment and Feedback

Following review of the school 'Marking and Feedback Policy 2016', Ofsted Handbook for Sep. 2019 and current research, Gascoigne Primary School will introduce and trial Feedback Flow 2020, to develop teacher pedagogy for assessing attainment in-class and for giving feedback to pupils, in line with workload national guidance.

Staff should prioritise verbal feedback and swift follow-up following assessing pupils, with the aim of moving learning forward. Staff should support pupils in receiving, discussing and acting on feedback by creating a classroom culture of continuous improvement.

Feedback at Gascoigne aims to give pupils strategies for improvement, time to reflect on and review learning, engage in quality dialogue about learning with adult and peers and encourage pride in learning.



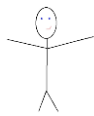
Feedback Flow Definitions

'Checking Time' - a whole school approach Y1-6 - the rationale of this is to ensure pupils have checked their learning before the teacher, therefore reducing time it takes for the teacher to correct what has already been learned; to ensure pupils are applying prior learning; to get pupils in the routine of habitual checking and evaluation. This should be done each lesson and in red pen.

'Minor corrections' - On checking a child's book, you conclude that they have met the LO and the outcome meets your expectation but there are some minor errors that require correction. Minor errors would be an error that is otherwise used correctly - e.g. reversals, missed question mark, one incorrect response amongst correct responses, a missing unit of measure, a spelling mistake that should be within pupil's spelling capability. A child should see the correction and think 'I missed that' not 'I didn't know'. This correction is done by the teacher in green pen.

'Red Pen' – used by pupils in Checking Time. Pupils should be checking for minor errors as well as improving their work in line with the LO. Timing will vary according to LO and age and stage of pupils.

'Green Stick figure' – drawn by LO when teacher or TLA has worked with a guided or focus group of pupils



and indicating that pupils received feedback during that teaching session.

'Green asterisk'- drawn on by the teacher during after-lesson assessment to indicate that, after checking the book, you see something you did not expect and feedback and follow-up is required. This is noted on the Assessment Sheet in preparation for the next day.

'Assessment Sheet' – for planning the daily assessment follow-up after checking pupil's recorded learning if they worked independently in the lesson.

Strategies for Feedback at Gascoigne taken from staff members June 2019 and characterising assessment practices at Gascoigne:

(Class and timing organisation should be adapted according to the strategy chosen.)

How staff assess:	How staff respond to assessment findings – this could be 1-1, group, class
Observing Asking questions Listening to responses and following up Finding 'gaps' in TAF, tests Checking recorded learning During conferencing Self-evaluation of SC Assessment tasks Pupil responses to feedback Checking against success criteria Plenary checks Whiteboard responses Reviewing pupils' self-assessment	Further modelling Conferencing In-lesson verbal feedback Explaining any written feedback Stopping and giving further explanation Give a target for individual/group/class Pupil write own target Visual support on visualiser Pupil write own aide-memoire from verbal feedback Peer tutoring or feedback or Pen of Power Further Red Pen Checking Time Adapt planning More suitable resources Focus group Praise Challenge Re-teaching TLA support Record and play back using ICT Green highlighting for outstanding Flexible grouping Giving feedback when pupils request it

Pupil-Teacher conferencing

When teachers choose to use this feedback approach, it involves teacher-pupil discussion about progress, attainment, attitudes to learning. It should inform actions for positive personal progress.

To build conferencing into learning time, teachers use the following models: small groups if similar needs, 1 lesson a week for conferencing, conference week in middle of unit so feedback can be acted on, Teaching and Learning Advocates supervising class for teacher conference sessions, pupils preparing for the discussion with notes, recording the session to share with parents or notebook to go home, post-test for gap analysis feedback.

School approaches when assessment indicates attainment is not on track:

Good Learning for All Programme: to assist teachers with developing practice to improve attainment.

Progress Meetings: professional discussion with teacher and school leader/s to identify weaknesses and plan how these can be addressed.

Recorded Learning scrutiny: ongoing but additional to review standards and plan follow up actions.

Review and plan staffing and interventions.

Provide additional staff training.

8. Reporting to parents

Parents receive pupil internal data attainment termly and are invited to attend a 1-1 parent meeting in the Autumn and Spring terms. Parents receive statutory data outcomes and an annual report in the Summer term, with a follow-up drop-in session. In Y2 and Y6, teachers give feedback to parents on mock test paper performance.

Parents will know how well their child is doing in school from the following: Target Tracker judgment indicating if child is below, at or above expectation for age; test outcomes; pupil improvement evident in books; discussion at open day; annual written report; parent workshops indicating expected standards;

Parents can request to discuss their child's progress and attainment with the class teacher.

In addition to summative assessment information, teachers communicate assessment and progress information with parents through the developing use of See Saw and Dojo apps, taking targets home and verbal feedback at the end of the day, recorded learning and Learning Journeys.

9. Inclusion

The principles of this assessment policy apply to all pupils. At Gascoigne Primary School, assessment is be used diagnostically to contribute to the early and accurate identification of pupils' needs and any requirements for support and intervention. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning needs.

Pupils unable to access tests should not participate and teacher assessment should be made, led by the class teacher in liaison with the team of staff working with the pupil.

10. Training

Leadership of assessment – senior staff engaging in CPD and updates from national and local providers.

In school CPD - to develop teacher understanding of pedagogy for assessment, standards and moderation.

Sharing effective practice-opportunities for staff to assess alongside experienced colleagues and observe feedback approaches.

Test protocols- training for staff involved in statutory assessments to ensure process is carried out fairly and in accordance with STA guidelines.

Using Target Tracker-ongoing training for staff on entering judgments and using analyses for improvement.

Governors- termly assessment updates at full and committee meetings and opportunities to engage in external training.

LA moderator training – senior staff moderators.

11. Budget

Funding is required for the on-costs of RWI assessment management training, CPD, progress meetings and statutory assessment moderation cover, test papers and reproduction, peer observations.

12. Roles and responsibilities

Governors

Governors are responsible for:

Attending Curriculum and Standards committee meetings and full governing body meetings;

Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils and why;

Attending training in order to work with school leaders to improve pupil and staff performance, analyse assessment data and make school decisions based on improving pupil attainment.

Headteacher & SLT

The headteacher is responsible for:

Ensuring that the policy is adhered to;

Monitoring standards in core and foundation subjects;

Analysing pupil progress and attainment, including individual pupils and specific groups

Prioritising key actions to address underachievement

Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and responding to assessment outcomes, adhering to published deadlines and ensuring data is accurate.

Pupils

Pupils are responsible for engaging in feedback approaches with staff and responding to feedback in their learning. Pupils are expected to use resources to assist them in improving their learning, including their peers.

13. Technology and Assessment

Pupil data should be stored electronically in school systems and where this is not possible, data should be stored out of sight and locked away.

Test papers should not be taken off site; this is to protect pupil data and assist in managing staff workload.

14. Monitoring

This policy will be reviewed annually. At every review, the policy will be shared with the governing body. All staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. The SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations

- Recorded learning and Assessment Sheet review
- Internal recorded data analysis
- Progress meetings

15. Links with other policies

This assessment policy is linked to:

Curriculum Policy

Teaching and Learning Policy

Early Years Foundation Stage Policy and procedures

Wellbeing Policy

SEND Policy

Approved:

Date:

Next review due February 2021
by:

Associated school documents for reference, available on staff drive:

Appendix 1

2019-2020 Calendar

Appendix 2

Assessment 3-year plan

Appendix 3

Writing TAFs

Appendix 4

Feedback guidance and rollout

Appendix 5

Assessment Sheet

Appendix 6

Target Tracker Expectations Overview