

## Assessment Policy

(October 2017: This policy is currently under review: Duncombe teachers are currently conducting action research on written feedback as part of our MA in Education programme being delivered by the University of East London. This is also directly linked to our School Development Plan priority areas. A key part of this research means that teachers are trialling innovative feedback methods and, as a consequence, our current written feedback system is not being followed for particular subjects. More information available on request.)

*“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” – Robert Stake.*

### **Aims of Assessment at Duncombe**

- To enable pupils to demonstrate what they know, understand and can do (formative);
- Through effective oral and written feedback, to help pupils understand what they need to do to improve (formative);
- To inform teachers’ planning and ensure that they adapt their teaching to the needs of their pupils (formative and summative);
- To provide parents with an accurate picture of what their child can do and ideas for how they can further support their child’s learning (formative and summative);
- To enable SLT to measure standards across all subjects and year groups and ensure that all pupils are progressing rapidly and receiving an education of consistently high quality (summative);
- To provide an accountability measure at the end of each Key Stage to be reported to governors, the Local Authority and the Department for Education (summative).

### **Formative Assessment (Assessment for Learning)**

Assessment for Learning is at the heart of teaching at Duncombe. We believe that all pupils should understand the aims of their learning, be assessment literate in order to evaluate their own learning and, through continual and effective feedback, know how to improve. All lessons should have clear aims and objectives with concise success criteria to ensure all pupils understand how to achieve those objectives. Pupil books should show clear evidence of improvement through AfL and pupils should be able to explain and demonstrate their learning.

### **Summative Assessment**

Teachers will record their summative judgements of each pupil’s attainment in Target Tracker. Teachers will gather evidence throughout the year of each pupil’s progress towards achieving the expected standard as set out in the National Curriculum Programme of Study and the Early Years Foundation Stage Curriculum. Evidence will consist of:

- Pupils’ work in books and Learning Journeys, including self evaluations of their learning;
- Observations of and discussions with pupils (formal and informal);
- Test scores and analysis in KS1 and KS2 (half termly tests in reading, GPS and maths and one independent writing piece per child).

Teachers are expected to update pupils’ progress towards the learning statements in Target Tracker throughout the year. This information will be monitored by SLT and SMT regularly.

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Before the termly Pupil Review Meeting, teachers will be expected to use the information gathered to make a 'step' judgement for each pupil (whether they are beginning, working within or secure in each band) to demonstrate which pupils are on track to achieve the age related expectation for that year and identify those in danger of falling behind. Steps will not be used to measure progress. Progress will be measured using the percentage of band statements that a pupil has achieved; therefore, teachers will need to accurately record the half term within which a pupil achieves a statement, e.g. Autumn 2, Spring 1 etc.

Internal summative assessments will be gathered at the end of each term but formative assessment is continual in all phases and should be regarded as an ongoing process. Opportunities for moderation of judgements (at phase, school and borough level) will be built into the school calendar. Termly Pupil Review Meetings will provide the opportunity for SLT to quality assure those judgements and monitor the effectiveness of provision and intervention.

### Assessment Cycle:

Statutory assessments within this cycle to be reported to the Local Authority and Department for Education include:

- The EYFS Progress check at age two.
- The Early Years Foundation Stage Profile (statutory until September 2016).
- The Year 1 Phonics Screening Check and Year 2 Phonics Screening Check re-takes;
- Key Stage 1 SATs in reading, grammar, punctuation, spelling and maths.
- Key Stage 2 SATs in reading, grammar, punctuation, spelling and maths.
- Teacher assessment of writing at the end of KS1 and KS2.

### Record Keeping

- Teachers will record the results of half termly progress tests in all areas and complete a gap analysis. These should link to units of work delivered and support future planning. Teachers must exercise professional judgement on the reliability and suitability of these tests with the support of Phase Leaders and Core Subject Leaders.
- Summative testing in reading and maths will take place at the end of the autumn and spring terms from Year 1 to Year 6 and at the end of the summer term from Reception to Year 6. Teachers will use PiRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) tests.
- An independent writing sample will be completed each term by each child from Year 1 to Year 6. This will be added to the evidence gathered from taught sessions in order to support teacher judgments for writing. These tasks will be set by the English Subject Leader.
- Teachers will input all evidence of progress towards learning objectives into Target Tracker each half term but may choose to also keep their own ongoing records in a format that suits them. Good practice will be identified and shared with colleagues.
- Teachers will enter a summative 'step' judgement in Target Tracker for each child for reading, writing, maths and science each term ahead of Pupil Review Meetings.
- Senior leaders will monitor pupil books, records and Target Tracker across the year to ensure that there is ongoing assessment.

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- Teacher knowledge of pupils will be taken into consideration through in depth discussion during moderation and Pupil Review Meetings.
- Senior leaders will triangulate evidence (pupil books, observations and pupil interviews) in order to moderate judgements.

### **Pupil Review Meetings**

- Target Tracker records for Pupil Review must be up to date (steps and statements)
- Teachers will identify any pupils in need of intervention.
- Suitable interventions should be planned for any gaps in learning.
- The effectiveness of interventions will be reviewed at each Pupil Review Meeting.
- Teachers will discuss the progress of particular groups, such as SEN or pupils entitled to Pupil Premium funding, to ensure that they are narrowing the gap for all groups of pupils.
- Examples of pupils' work will be shared with SLT.
- Success will be celebrated!

### **Reporting to Parents**

- Parent meetings will be held in the autumn and spring terms. Teachers will report on pupil progress, attainment and targets.
- In the Early Years Foundation Stage, parents will be able to access their child's photos and observations through our online monitoring system, as well as contribute their own observations of their child's learning at home.
- A formal, written report will be sent to parents at the end of the summer term and will state how well their child is performing and how much progress they have made in relation to their age and personal targets for all core subjects. Pupils will reflect upon their learning and write a summary of their achievements and challenges for the academic year, with responses from teachers. The report will also set targets for reading, writing and maths for the next academic year.

### **Inclusion**

Duncombe is an inclusive school and we work hard to meet the needs of all of our children. All children are encouraged to achieve their best and become happy, confident individuals. Where a child is identified as having a special educational need, their teacher will work closely alongside them, their parents, the Inclusion manager and, where appropriate, specialist support agencies, to write a targeted support plan (either a Pupil Passport or Education, Health and Care Plan) to enable them to access the curriculum (see Inclusion policy). We will use PIVATs to track their progress and record their attainment, appropriate to their needs, e.g. half termly progress tests may not be suitable for some children but we may choose to record our observations of them in Target Tracker.