



Abbas and Templecombe Church of England Primary School

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Assessment Policy

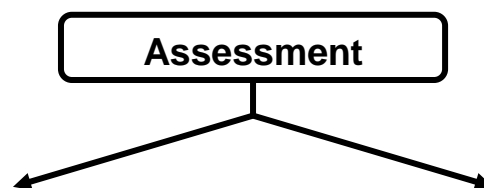
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| Version Number | 1 |
| Author | J. Webb |
| Published | January 2023 |
| Review Date | January 2024 |
| Effective Date | 4 th January 2023 |
| Consultation | Teaching staff were fully consulted during the drafting phase of this policy. STA and School tracking grids documentation has also been used to inform this policy. |

At Abbas and Templecombe we believe that any assessment undertaken must have a direct impact on children’s learning. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are: in their learning, where they need to go and how best to get there. Therefore this policy not only lays out how assessment takes place at Abbas and Templecombe but also features our feedback policy and our external testing procedures.

Aims

This Assessment for Learning Policy will support, develop and will relate directly to the school aims in helping to make all of our children proud of their achievements. It will provide opportunities for pupils to plan, share and develop their own skills and talents maximising their achievements to become independent learners.

Assessment at Abbas and Templecombe is made up of two strands.



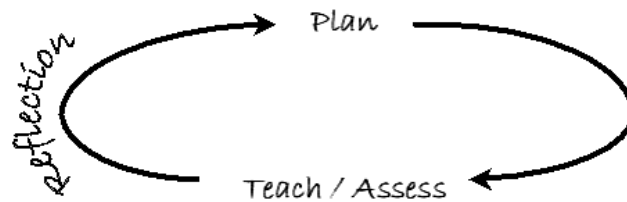
| Assessment for Learning: (Formative) | Assessment of Learning: (Summative) |
|---|---|
| Assessment for learning involves both the teacher and pupil in a process of continual feedback, reflection and review. It is an ongoing process which provides pupils with opportunities to demonstrate what they know, understand and can do. As professionals we assess and evaluate all the time, making judgements about children’s needs and acting upon them. These evaluations shape the subsequent planning and delivery of lessons both for individuals and for the class as a whole. Assessment for learning also includes the practical application of information gained from the analysis of summative assessment. | Summative assessment is a tool which enables us to make judgements about pupil performance in relation to prior attainment and national standards. The progress of children (individuals and groups) is carefully tracked throughout the school using the results of summative assessment in order to provide pupil attainment data. This data, in conjunction with feedback from teachers and phase leaders, is used in order to monitor the quality of teaching and learning in the school; to ensure that we are providing a value added education for all children. |

Assessment for Learning

At the most fundamental level teachers assess for themselves and for the children in their care. Teachers assess children's learning in order to better understand their needs and cater for them. Assessment is a natural ongoing part of teaching carried out through conversation, observation and marking.

Assessment for Learning or ongoing assessment has an immediate impact on children's learning through modified delivery, differentiation, extensions and the creation of a learning dialogue. Assessment should feed directly into planning.

The cycle of planning and assessment can be summarised as:



Principles:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment [and peer assessment]
- Recognises all educational achievement.

Key characteristics:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with learners.
- It aims to help pupils to know and to recognise the standards for which they are aiming.
- It involves pupils in self-assessment [and peer assessment].
- It provides feedback that leads to pupils recognising their next steps and how to take them.
- It is underpinned by the confidence that every student can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

Use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Pupil progress meetings are held between teachers and leaders to ensure that all pupils are making appropriate progress and, where applicable, those identified as vulnerable or at particular risk of underachievement are suitably stretched and supported.
- Whole school moderation is undertaken regularly, with a particular focus during transition stages to assessing the 2014 National Curriculum on standardisation with local schools to ensure judgements are valid.
- At the end of each academic year, during transition time, teachers share assessment and pastoral information with the next class teacher / school to ensure end of year data is passed on and future staff know their new pupils.
- Governors have access to a range of anomalised pupil, class, year group and whole school data, in the form of termly assessment reports and the School Development plan, to support and challenge the school's progress.

Summative Assessment

Summative Assessment is a crucial tool for tracking pupil progress, identifying their needs, for providing information for grouping, resourcing and the allocation of staff.

Information gathered through summative assessment is kept on School tracking grids, an online tracking tool. The information held on the database enables the progress of individual children to be carefully tracked throughout the school. Teachers have full access to this database. This summative data is combined with information gathered through formative assessment as part of the school's Target Setting procedures (both annual and end of key Stage). The same information is important for informing the School's Performance Management cycle. Strategic Assessment is an essential part of the school's quality assurance procedures.

Summative assessment is a management tool, which enables the school to communicate with outside agencies and to demonstrate accountability.

Monitoring

Class teachers will be responsible for ensuring that termly assessments take place. They will also be responsible that data, merged with teacher judgments, are placed on School tracking grids during assessment week. Teachers will be expected to analyse their pupil data to monitor progress and review their teaching to enhance individual children's needs. Using summative and formative assessments teachers identify target children for short intervention strategies to raise individual pupil attainment. The assessment leader will review trends across year groups and/ whole school to look at specific groups, for e.g. gender, results to see whether they follow the school trends and targets. Termly data analysis by subject will be calculated by the assessment coordinator prior to the termly pupil progress meetings. At these meetings some of the aspects covered will be; the impact of present interventions, trends in the data, targets and future interventions.

Regular moderation of pupils' work, by the whole staff, within teams and by the SLT, will focus on agreed standards for all the National Curriculum Levels represented in the school. This will involve a rolling programme across all subjects during the course of the year. This work will inform the In-Service training that should improve the quality of assessment and teaching throughout the year.

Measuring Progress

- Progress is measured using School tracking grids tracking system. It measures progress from the end of the previous academic year to the latest data point. The expectation is that all children in Key Stage 1 and 2 will make 3 points of progress throughout the year with those who are not on track making accelerated progress to catch up. Pupils in Year Foundation will make 3 points of progress but due to pupils low starting points the majority of pupils will require 4 points of progress to end the year as Expected (Working At).
- Progress is also measured from one statutory assessment point to the next, with an expectation that all pupils will move from their current grade to the next step up, e.g. an emerging child on exit from EYFS will become an expected child by the end of KS1.
- Once a pupil has achieved the expectation they should maintain this level of achievement till the end of the Key Stage.
- For pupils exiting a key stage as exceeding, the expectation is that they will maintain this grade throughout the next key stage.

Testing

The table below shows a calendar for the summative assessment that is recorded throughout the year.

| Year Group | When? | Type of assessment |
|------------|----------|--|
| Reception | On going | <ul style="list-style-type: none"> • Rolling programme of observations carried out on each child • Termly Teacher Assessment recorded on school tracking grids for all 17 Areas of Learning • Tapestry - containing samples of children's work, photographs and videos continually updated • Phonics – Use of in school phonics assessment tracker completed at the end of each phonics planning phase |
| Year 1 | Termly | <ul style="list-style-type: none"> • Termly Teacher Assessment recorded on school tracking grids for reading, writing and maths. • End of year judgements informed by NFER End of Term Tests (Summer 2) • Half Termly Science Scheme, End of unit test • Phonics – Use of in school phonics assessment tracker completed at the end of each phonics planning phase |
| Year 2 | Termly | <ul style="list-style-type: none"> • Teacher Assessment: as above and assessing against end of KS interim framework • Phonics – Use of in school phonics assessment tracker completed at the end of each phonics planning phase • Previous SATS papers for Eng/Maths: Autumn & Spring Term • Science Scheme, End of unit test • SATS papers for Eng/Maths: Summer Term |
| Year 3 | Termly | <ul style="list-style-type: none"> • Termly Teacher Assessment recorded on school tracking grids for reading, writing and maths. • Judgements informed by NFER End of Term tests • Science Scheme, End of unit test |
| Year 4 | Termly | <ul style="list-style-type: none"> • Termly Teacher Assessment recorded on school tracking grids for reading, writing and maths. • Judgements informed by NFER End of Term tests • Science Scheme, End of unit test |
| Year 5 | Termly | <ul style="list-style-type: none"> • Termly Teacher Assessment recorded on school tracking grids for reading, writing and maths. • Judgements informed by NFER End of Term tests • Science Scheme, End of unit test |
| Year 6 | Termly | <ul style="list-style-type: none"> • Termly Teacher Assessment recorded on school tracking grids for reading, writing and maths. • Judgements informed by NFER End of Term tests • Science Scheme, End of unit test • SATS tests in Maths and English: Summer Term |

On entry to the school children will complete the statutory baseline assessment and be informally assessed through observation and discussion. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During the reception year children will be assessed using development matters.

Teacher assessment is used in all year groups across the school. It is used to level individual pupil attainment in English, Maths and Science. The teacher needs to show that the judgements that are made are in line with national standards. The evidence presented demonstrates the children's ability to work at that judgement. Evidence is drawn from a selection of material which results from normal classroom practice. Pupil progress meetings are held with the Head Teacher to moderate the teacher assessments.

The levels achieved by the pupils, are added to School tracking grids and progress tables are produced to enable the teachers to easily track individual pupils. Assessment tracking grids are used for reading, writing and maths. The data is also used to check trends such as value added, gender differences, EAL and SEN within a class, across a year group and throughout the school.

Target Setting

- In the Autumn term we use a range of data, to set end our key stage targets for Years Foundation, 2 and 6. We also set a target for the Year 1 phonics outcome.
- The results of tests undertaken termly are also used by teachers to identify which areas require greater focus for future teaching. These areas inform each teacher's curriculum targets. Papers are discussed with the pupils so that they have an understanding of what they need to do to improve.

Reporting

Parents receive a written report in the second half of the summer term. The report identifies the child's effort and attainment for each subject in comparison with national expectations. For pupils in Year Foundation, 2 and 6 the results of national assessments are also included.

Parents are invited to discuss the report towards the end of the summer term. Both parents and pupils also have the opportunity to make written comments about the report.

Recording Summative assessment

- Class Teachers' record summative assessment judgements twice a year, this data is then analysed, reviewed by SLT and used to inform pupil progress meetings and future interventions.
- If a pupil is judged to be working significantly below their year groups expectations then, in consultation with the SLT, they can be assessed against a younger year groups objectives and therefore receive a grade from that year group.
- In exceptional circumstances pupils that are operating significantly above their year groups objectives can, in consultation with the SLT, be assessed against an older year groups objectives and therefore receive a grade from that year group. This can only happen if it can be proved that they have fully mastered their year group's objectives and have a suitable understanding of the year group's objectives they will be assessed against.

Testing Policy

This policy is written and reviewed in line with the latest DFE and STA guidance

Ordering the test papers

- The DfE pulls pupil information directly from the October Census which generates the schools test paper order – if there is a dramatic increase or decrease in pupil number after the census then NCA should be contacted and notified.

Storage of Test Papers

- Test papers are received at the front office and signed for by a member of the office staff.
- The test papers are then checked, as soon as is practicable, against the delivery note and pupil numbers to ensure that all test papers and prompts have been delivered. This check is carried out by two members of school staff; under no circumstances should these be members of staff that are administering the specific Key Stage tests. In the event that there is a query as to whether the test papers match the order the Office Manager will supervise a check of the queried packs by the Head Teacher or Deputy Head Teacher – no packs will be opened and these members of staff will be supervised by the Office Manager at all times.
- The checked delivery note is kept in an accessible location, by the Office Manager, ahead of being requested for during any moderation visits.
- Once checked and authorised the boxes are resealed and locked in the test paper cupboard.

- All test papers are locked in the stationary cupboard in a locked draw unit. This is located in a highly visible location in the corridor by the school offices.
- The stationary cupboard has its own lock as does the draw unit. The keys are held by the Office Manager and are assessable to the Senior Leadership Team in her absence. These members of staff fully understand the guidelines around maladministration and the consequences for themselves and the school.
- A log is kept of when the Head Teacher / Office Manager remove the test cupboard keys in order to access the papers, e.g. for Head Teacher checks.
- In the event of a key being lost or stolen the Head Teacher will be informed and he will take whatever action he deems appropriate; this is likely to involve checking the test materials have not been accessed and fitting a new lock.
- There is a signing in and out sheet which should be signed when the draw unit is accessed.
- The Head Teacher carries out at least two spot-checks before and during the testing period, once in the weeks before the test week and once midway through the actual test week. These checks are always supervised by the Office Manager.

Applying for Special Access Arrangements

- The Assessment Leader will, using the latest guidance contained in the ARA, coordinate with the Year 6 staff, Year 2 staff and the Inclusion Team to see if any pupils require modified tests – this will occur before the end of October.
- The Year 6 staff, Year 2 staff, Assessment Leader and relevant members of the Inclusion Team meet in early February to discuss pupils that may require additional time, readers, prompters and pupils that would benefit from rest breaks.
- This group will then go through the online application process located on the NCA tools website. We will abide by whatever the decision is at the end of this process and follow the advice given, unless an Educational Psychologist's report states that they should receive the requested support.
- The Assessment Leader will hold all evidence of applications from the NCA tools website.
- The Assessment Leader will coordinate the collation of evidence to demonstrate that any pupil having 'Special Access Arrangements' is entitled to this provision and that it is a part of normal classroom practice.
- The evidence for 'Special Access Arrangements' will be made available to County and STA staff during inspection visits.

Administration of the tests

General Arrangements:

- The Year 6 staff, Year 2 staff and any additional assisting staff follow the guidance laid down in the 'Assessment and reporting arrangements' document, the 'Test administrators' guide, 'How to introduce the key stage 2/1 tests' scripts and Local Authority guidelines to administer the tests.
- All staff administering tests in any capacity attend a training session covering this guidance and have copies of the guide for each test when administering.
- All elements of administering the test papers are rehearsed during a Mock testing week held during the Spring Term, where a senior leader monitors to ensure all elements of this policy are followed. All staff are encouraged to report potential issues during this week.
- Test papers are not opened, at any point, before the test is administered.
- The Office Manager takes the sealed papers from the locked cupboard approximately 15 minutes before the test and moves them to the Year 6 or Year 2 teaching base. The papers will be supervised by the Office Manager until the test administrators begin administering the test.
- When visited by County or STA representatives for a compliance inspection this will be facilitated by the Office Manager and / or Head Teacher depending upon availability.

Key Stage 2 Specific Arrangements:

- After the test has been completed all papers are collected together and collated into alphabetical order by the Head Teacher and Office Manager to be immediately placed in the locked assessment cupboard, until they are packaged ready for collection.
- The Head Teacher and Office Manager will collate the test papers and appropriate paper work into the postage bags ready for their collection, with the Office Manager preparing the postage bags, e.g. sticking the correct postage labels on to each bag, etc.
- All papers, even once packaged for collection, will remain in the locked cupboard until they are collected and signed for by the designated collection company.
- Uncompleted papers, due to pupil absence or spares, will be locked back in the testing cupboard, separate from the completed papers until all the completed tests have been collected. These papers will then be stored in the Year 6 classroom cupboard.
- Parents of absent children will be phoned immediately after the test has started and be informed that their child must not have any contact with other Year 6 children, from any school, and have no access to the internet until they have taken the missed tests.
- Any missed tests will have to take place within 5 school days and an application for a timetable variation applied for by the Assessment Leader. See 'Key stage 2 tests: how to apply for a timetable variation' on the .gov website in this instance.
- If a pupil arrives late but before the rest of the pupils have completed the paper they should be given the full time to complete the paper. If they arrive late but after the rest of the pupils have completed the paper they should be kept away from all other Year 6 pupils and have no internet access until they have sat the missed test. See 'Key stage 2 tests: how to apply for a timetable variation' on the .gov website in this instance.

Key Stage 1 Specific Arrangements:

- After the test has been completed all papers are collected together by the Year 2 teacher ready to collate/mark the papers.
- Remaining papers will remain in the locked cupboard until all tests are completed.
- KS1 SATs Tests are monitored through random spot checks by the Head Teacher and Deputy Head Teacher.

Year 1 Phonics Screening Specific Arrangements:

- A teacher will administer the Phonics Screening Check Tests.
- All elements of administering the test papers are rehearsed during the previous term.
- Test papers are not opened, at any point, before the test is administered.
- If a pupil is absent during the check week, the teacher will administer the test the following week. If a pupil doesn't take the check during the testing period they must be recorded as absent.
- At the beginning of each pupil's check, the teacher will follow a script to introduce the check to ensure the test is consistently administered.
- At the end of each testing session, the tests are collected together and returned to the Office Manager and are to be immediately placed in the locked assessment cupboard, until the designated member of staff is ready to resume the testing.
- The 'answer sheets' will be securely stored in the locked cupboard.
- The Phonics screening check will be scored as the child works through each word in order.
- Each child's score will be checked against the threshold mark when it is made available to establish whether they have achieved the expected standard.
- Phonics Screening Check Tests are monitored through random spot checks by the Head Teacher and Deputy Head Teacher.

Ongoing Writing Assessment

- When pupils return after Christmas they begin work on their independent writing assessment.
- Teachers introduce a theme for the week, giving guidance and stimuli to ensure pupils fully understand what is required to be successful.
- Over a series of days lessons pupils will draft their work in an independent writing book (English book) and teachers will ensure that they offer advice and provide tools for the pupils to proofread and improve their writing. We call this part of the writing process 'purple polishing', with pupils being offered additional time to up level their writing. Following the schools feedback policy (page 12-14 of the assessment policy); Teachers may place minimal marking

codes, in the margin, to indicate spelling, punctuation or grammar errors within that line. Teachers will also give next steps for pupils to action.

- Teachers will assess pupils work using the STA descriptors in the writing exemplification document.
- Moderation of the writing assessments is led by the Assessment Leader. The Year 6 and Year 2 teachers moderate the levelling of writing on regular occasions. The Assessment Leader, English Leader and Head Teacher regularly moderate the levelling of writing. The whole teaching staff meet in May to agree pupil assessment grades in recognition that the writing judgements are a whole school judgement. We also attend the local area schools (TLC) moderation meetings and County events and trainings, ensuring we always comply with the local area moderation processes and requirements.

Results

- As directed, teacher assessment of the pupils' attainment will be placed on the STA assessment website / County equivalent by the given deadline – this will be completed in consultation with the Assessment Leader and Head Teacher.
- When test results and marked scripts are returned to school they will be checked by the Year 6 teachers for errors – if any errors are found action will be taken by the Head Teacher.
- The Head Teacher will complete and submit the Head Teacher's declaration form to confirm the school has administered all testing according to the published guidance.

Reporting Procedures

- In the event of an issue in relation to the ordering of test papers this should be reported to the Assessment Leader.
- In the event of an issue in relation to the ongoing writing assessment this should be reported to the Assessment Leader.
- In the event of an issue in relation to the storage of and access to the test papers before and after the tests this should be reported to the Head Teacher.
- In the event of any incident where a member of staff suspects that there might have been a breach of security of the test materials or maladministration this should be immediately reported to the Head Teacher who will report it onto the National Curriculum assessments helpline - telephone: 0300 303 3013.
- If a staff member suspects the Head Teacher of maladministration they should refer their suspicions directly to the National Curriculum Assessments helpline - telephone: 0300 303 3013.

Staff Administering Tests

Key Stage 2

| Name | School Role | Testing Role |
|-----------------|------------------------|--|
| Melissa Brazier | Deputy Head Teacher | Administering tests to allocated children - large groups |
| James Webb | Head Teacher | Administering tests to allocated child – 2to1 |
| Maxine Mewett | Assistant Head Teacher | Administering tests to allocated child – 1to1 |
| Gill Morris | Teaching Assistant | Administering tests to allocated child – 2to1 |
| Kim Benjafield | Teaching Assistant | Administering tests to allocated child – 1to1 |
| Michelle Tiffin | Teaching Assistant | Administering tests to allocated child – 1to1 |

Key Stage 1

| Name | School Role | Testing Role |
|---------------|--------------------|--|
| Molly Wicks | Year 1/2 Teacher | Administering tests to allocated children - small groups |
| Sharon Moorse | Teaching Assistant | Administering tests to allocated child - 1to1 |

Year 1 Phonics Screening Check

| Name | School Role | Testing Role |
|-------------|------------------|--|
| Chloe Bale | Year R/1 Teacher | Administering tests to allocated children – 1to1 |
| Molly Wicks | Year 1/2 Teacher | Administering tests to allocated children – 1to1 |

Staff Responsible for Test Papers

| Name | School Role | Testing Role |
|-----------------|-----------------------|--|
| Michelle Greene | School Office Manager | Deliver, collect and collate test papers |