



# Assessment for Learning Policy

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M20 Learning Trust  
Excellence Collaboration Respect

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation & Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

## 3. Principles of Assessment

Our approach to assessment and feedback is based on an understanding of a child's journey through the curriculum, combined with real clarity on the purpose of collecting data to improve pupil outcomes.

We do not collect statistical data that is not relevant to improving pupil outcomes in the classroom. It is not the main driver to gather information about the performance of children. Our approach creates a sense of 'known intelligence about the child.'

- It is about observing and understanding learning behaviours – How do children engage with learning and how can we best enable this through metacognition and cognitive load?
- It is about understanding what work scrutiny is telling us with regard to pace, precision, thought and the development process over time. It is how we start to measure progress between point A and B.
- It is about statistical data, the benchmarking against national norms that tell us if a child is working within age related expectations.
- It is about understanding the emotional intelligence of the learner, the personal attributes which help us focus the learning experiences to gain maximum output. The resilience and tenacity of the learner.
- It is about mapping out curriculum coverage, understanding if the learning deficit is because of an inability to understand or an act of omission in the curriculum previously taught.
- It is about the agility of transference, how well is a pupil able to transfer prior learning by being a discerning and discriminating user of that which they know.

## 4. Assessment Approaches

At Beaver Road, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

## 4.1 In-school Formative Assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents** to gain a broad picture of their child's strengths and areas for developments, including what they need to do to improve

Formative assessment is a continuous and fluid process at Beaver Road. As it helps children to understand their own strengths and areas for development, it is an integral part of teaching and learning and enables teachers to evaluate their own practice. Formative assessment is carried out in a range of ways including through feedback and marking, questioning, self and peer-assessment and/or observations. It is not an addition to teacher's workload but makes existing highly effective practice explicit. It ensures all intelligences are considered when assessing a pupil and giving appropriate weighting in each individual's circumstances.

Teachers use formative assessment to inform their future planning and draw upon this detailed information when working with parents/ moving children's learning on. Formative assessment is meaningful at Beaver Road and has a direct impact on children's learning. Children are able to demonstrate the benefits of such assessment and are given opportunities to practice it. Formative assessment is not usually reported to senior leaders and, although encouraged, it is at teachers' discretion as to whether or not they input this data for all pupils onto the school's monitoring and tracking system – Currently Pupil Asset.

Pupil Asset is a cloud based integrated system that Beaver Road has been using since September 2017 to track, monitor and analyse children's achievements in all subjects of the curriculum. All teaching staff are trained to use Pupil Asset as part of their induction process and use the system to record children's progress and attainment, which is collated over the years.

To assist teachers with formative assessment, Pupil Asset has a tool known as Multi-Ticks that when used systematically tracks children's smaller steps towards curriculum objectives and identifies any gaps and/or misconceptions in a child's learning. This is done by assessing children's knowledge, skills and understanding of different curriculum statements, which are subsequently categorised in either of the following:

- ✓ Accessing
- ✓ Achieving
- ✓ Achieving with Greater Depth

Multi-Ticks also features a range of exemplar materials that aid moderation and allow teachers to be secure with their judgements. They can also inform teachers and curriculum leaders with monitoring curriculum coverage, progression and gaps in learning and are particularly useful to Early Career Teachers (ECT) and to teachers teaching in year groups that they are unfamiliar with.

## 4.2 In-school Summative Assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is a compilation of everything a teacher knows about a child, including all formative assessment data obtained. It is a key contributor towards Beaver Road's School Development Plan, thus is crucial that all summative data recorded is accurate, standardised and validated where needed. Each year, the school's Assessment & Monitoring Calendar sets out a rigorous and thorough timetable that ensures the above and gives teachers advance notice of when all summative data is required by. The Senior Leadership Team (SLT) evaluate performance and drive key improvements across the school using summative data submitted by teachers in all year groups. Other leaders in the school, including the SENDCO and subject leaders, also use this data to drive improvement across their subjects and plan appropriate interventions/ models of support for both children and staff.

### Point In Time Assessment (PITA)

Since the introduction of Pupil Asset in 2017, Beaver Road uses a Point In Time Assessment (PITA) model for all summative judgements made. PITA is an increasingly popular alternative to tracking attainment and progress in a levels-like, linear fashion. Unlike a linear model whereby pupils are expected to progress through a number of steps/ points along a 'flight path', in a Point in Time Assessment, learning is assessed against what has been taught to date and learner's achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'.

Where a learner is deemed to be meeting expectations, their attainment is graded as 'Expected.' Learners who have achieved more are graded as currently above or exceeding expectations and those attaining less will be graded as below expected to varying degrees. Point in Time Assessment works most effectively when staff have a clear sense of what they expect of their learners and of how this changes through the year. Point in Time Assessments can also be used to predict end of year and end of key stage attainment. As long as expectations have been mapped out appropriately, a learner currently meeting age related expectations in Year 3 can be thought of as 'on track' to meet age related expectations at the end of Key Stage 2. Of course, any such future projection assumes learners will continue to make progress against the school's expectations.

Progress is measured by comparing Point in Time Assessments over time. If a learner consistently meets expectations and continues to work at the expected standard, they are judged to be progressing at the rate the school expects. Where a learner moves up a grade, this suggests that they have achieved more than expected between the two milestones; they have made better than expected progress. If they move down a grade, this suggests they have achieved less than was expected and so have made less than expected progress.

### Beaver Road's Summative Judgement Statements

Standard	Descriptor
<b>Below the Expected Standard</b>	Your child is working within a curriculum from a previous Year Group
<b>Emerging</b>	Your child is working towards, but has not met all the End of Year _ Expectations
<b>Emerging+</b>	Your child is approaching, but has still not met all the End of Year _ Expectations
<b>Expected</b>	Your child has met all the End of Year _ Expectations and is 'Ready for Year _'
<b>Expected+</b>	Your child has met all the End of Year _ Expectations and is beginning to apply these at Greater Depth
<b>Exceeding the Expected Standard</b>	Your child has met all the End of Year _ Expectations and can now apply these securely at Greater Depth across the curriculum

*Beaver Road has developed the above summative judgements as part of its PITA model.*

At the end of each term (Autumn, Spring & Summer), teachers compile their formative assessments to make one of the above summative judgements for each core subject. This is done twice yearly for foundation subjects, where teachers draw upon planned assessment points from within taught topics/ units of work to aid them with this. In the lead up to summative data being submitted on Pupil Asset, teachers moderate children's learning with their wider year group team, and when appropriate, different teams across the school including with those who teach one year group directly below/ above them. This is a supportive process that helps bring about a certain level of standardisation in teacher's judgements and aids transition and progression from one year group to the next. Across the year, most teachers have the opportunity to have their teacher assessments moderated with colleagues from other local schools and in accordance to the Local Authority's schedule, those who teach in Reception, Year 2 and Year 6 will each have their judgements moderated by an external moderator.

Teachers are continually assessing children's knowledge, skills and understanding as part of their everyday teaching. However, at different times of the year, teachers skilfully plan specific assessment units to help validate their own teacher assessments, which are used to move children's learning on. These may include but are not limited to Pre & Post-Learning Tasks, KWL Grids, End of Topic Evaluations and other assessment type activities designed to encourage children to showcase their skills, draw upon new and existing knowledge as well as demonstrating their understanding. Towards the end of the year, teachers might find it appropriate for children to sit National Curriculum Tests to help them with their final summative judgement and as a way of preparing children for their Standard Assessment Tests (SATs) carried out nationally at the end of each key stage.

Data collected at Beaver Road is done so in an age and stage appropriate way. For most, data is collected in a discrete way, thus children do not feel any unnecessary and otherwise avoidable pressures. We emphasise the importance of remembering why data is being collected and for what purpose. Leaders regularly use collated data to help shape the school's curriculum and to ensure it is challenging enough for all children, who are always at the centre of any statistical discussions along with teacher's wellbeing. School will not always notify parents in advance of when summative judgements are being collected, but will make sure appropriate notice is given before children sit any nationally standardised summative assessments listed below. All children's latest summative assessments are shared with parents at each parental consultation meeting and end of year judgements are reported formally in children's annual reports.

### 4.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

At Beaver Road, nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) Profile at the end of Reception
- Phonics Screening Check in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

Unlike the school's own internal data, each year the above assessments are published nationally and available to everyone. Please note, the focus of this data is the cohort as a whole and that there is no specific mention of individual children's achievements. You can access this data at <https://www.compare-school-performance.service.gov.uk/>

## 5. Pupil Progress

All children's progress is closely monitored each term at Beaver Road, by the schools senior and middle leadership, including subject leaders and the SENDCO. In line with the school's high expectations and support offered, the school anticipates that all children who attend should make at least expected progress. However, the school acknowledges, that at times despite some progress being made, this may not be enough for a child to sustain the level of attainment they once had. This can be for a variety of reasons that are explored in great detail at Pupil Progress Meetings (PPM) planned across the year. Some reasons for little or no progress being made across a term may include poor attendance, lack of parental engagement, a family bereavement, pupil disengagement, a pending SEND diagnosis resulting in a child needing a more personalised approach to meet the curriculum objectives. The school encourages teachers to remain proactive and responsive to the needs of children in their care and adapt their teaching accordingly. All children who have not made the level of progress they were expected to make become the focus of PPM and are discussed at length, with personalised actions drawn up and monitored. In line with the school's expectation of all children making at least expected progress, those that do not are targeted over the following term/ years to get back on track with their prior attainment forecast.

The Pupil Progress Meetings are the key factor in providing teachers and school leaders with an understanding of which pupils are on track or not on track to meet age related expectations. The PPM is not used to scrutinise data but to have professional dialogue about individual pupils, groups of pupils and the class on their progress and potential indicators that are inhibiting learning.

The aims of the meetings are to enable:

- Staff to engage in professional dialogue about pupil progress
- Quality time to discuss and value teacher judgements
- School leaders to be aware of the progress being made in each cohort/ subject
- Teachers and school leaders to analyse the impact of intervention strategies
- Strategic decision making on how additional adults and other resources are used effectively in order to meet the needs of the pupils and the school
- Staff and school leaders to jointly agree key actions in order to address identified priorities arising from the meetings. It is a pooling of colleagues' shared expertise in order to ensure best outcomes for pupils

Overall, conversations in PPM are about the pupils rather than the statistical data and are based on trust between school teachers and leaders. The school has clear and streamlined monitoring and evaluation schedules that have engendered a shared vision of what pupil progress looks like and this is encapsulated in the Pupil Progress Meeting format. The curriculum and the assessment of it are inextricably linked.

## 6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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 difficulties.

Where it is deemed appropriate, and in consultation with the school's SENDCO, teachers will use B-Squared (a specialist assessment tracking system) alongside Pupil Asset to show the smaller steps of progress some children make. This may be due to a special educational need or disability.

## 7. Roles & Responsibilities

### 7.1 Governors

Governors are responsible for:

- 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
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### 7.2 Headteacher

The headteacher, along with other school leaders (including those who lead a subject), 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

### 7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

## 8. Monitoring

This policy will be reviewed at least every three years by the Assessment and Monitoring lead, currently M.Davenport (Deputy Headteacher). If required, the policy will be reviewed earlier so that it remains in line with national expectations set out by the Department for Education (DfE) and the Standards & Testing Agency (STA). Any updates and guidance released from the DfE and STA are shared with relevant staff to ensure the school remains compliant at all times. The governing board will have sight of this policy at every review.

All teaching staff are expected to read and follow this policy. Heads of Years, along with the SLT, are responsible for ensuring that the policy is followed. M.Davenport, along with other members of the SLT, will monitor the effectiveness of assessment practices across the school, through:

- Moderation – *Internal & External*
- Pupil Progress Meetings (PPM)
- Subject Leadership
- Book Scrutinies
- Lesson Observations
- Learning Walks

## 9. Links With Other Policies

This assessment policy is linked to the school's:

- Curriculum Policy
- Remote Education Policy
- Feedback & Marking Policy
- Early Years Foundation Stage Policy & Procedures
- Data Protection Policy