**The Gateway Federation Assessment Policy**

**October 2015**

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| **Introduction**At the Gateway Federation we recognise that assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential, celebrating their successes and identifying relevant next steps in their learning journey.“Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the important measurable, and end up making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way.” Dylan Wiliam 2014 |

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| **Aims*** To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
* To provide information to inform the school’s strategic planning
* To gather information to inform teachers’ planning
* To track individual, group and cohort progress
* To allow children to be involved in their own learning
* To inform the Governing Body of the school’s standards and achievement
* To recognise the positive achievements of a child and underpin the planning of next steps
* To support swift identification of learning needs so that appropriate help can be given
* To record the overall achievements of the child systematically
* To monitor the school and the child’s achievements
* To meet the legal requirements for record keeping, assessing and reporting can be met
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| **Principles of Effective Assessment**Our assessment systems are founded on the principles stated by the NAHT (February 2014). See Appendix for full wording).* Assessment is at the heart of teaching and learning
* Assessment is fair
* Assessment is honest
* Assessment is ambitious
* Assessment is appropriate
* Assessment is consistent
* Assessment outcomes provide meaningful and understandable information
* Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved
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| **Monitoring and Evaluation**The assessment leaders and subject leaders work closely with the Headteacher to ensure that progress is being monitored consistently throughout both schools and across the federation. Assessment date informs performance management targets to ensure that pupil progress is at the heart of whole school improvement. The specific roles and responsibilities of staff and the governing body are set out in Appendix. Data gathered from sources including FFT Aspire (Fischer Family trust), RAISEonline and in-school tracking documents is analysed in line with the annual assessment cycle (see Appendix) and termly pupil progress reports completed by class teachers are used to identify pupils who may need additional intervention or support. Lesson observations will focus on identified children as part of a supportive process for ensuring that their progress is being addressed within teaching.Reports are presented to governors to highlight pupil progress. Assessment leaders will present an overview of whole school data to the Teaching and Learning Committee in November, April and July, including Foundation Stage, Year 2 and Year 6 end of year data and a summary of pupil progress within the current year. This will include and overview of progress for identified groups of pupils – boys, girls, Pupil Premium, SEND and AfA (Achievement for All). The nominated governor for Pupil Progress is: Linda Watt |

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| **Teacher Assessment and Testing****Day to day** - Assessment for Learning (AfL)Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning Goals are shared with pupils and teachers discuss with pupils how learning goals can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Teachers use a range of strategies as appropriate for the ages and needs within their class. Peer and self-assessment is encouraged throughout the school.**Periodic** **Teacher Assessment**Teachers will assess children against the end of year/end of key stage performance descriptors developed by the Devon Literacy advisors (Reading and Writing) and the Key Understandings developed by Devon Maths advisors, recording judgements in our agreed grid format and highlighting whether groups of pupils are working at the following levels of confidence and competence: Emerging (EM), Towards Independence (TI), Expected (EX) or Working Above (WA). These will be completed at the end of each term. We will continue to work with other schools within the Three Valleys Learning Partnership to develop our moderation and standardisation processes, as agreed by subject leaders.**Non-statutory summative assessment and screening****(See Appendix for Timetable)**Regular summative testing and use of screening material are used to inform teacher assessments of pupils. Tests are to be completed within and identified time scale. Class teachers will input test scores into spreadsheets provided by Assessment Leaders within 2 weeks of test dates. Assessment Leaders will collate data into whole school analysis which will be shared with Subjects leaders and the Headteacher.**Transitional – Statutory Assessments**

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| **Year 1****Phonics Screening** | **Year 2****National Curriculum Tests –** Reading, GPS, Mathematics**End of Key Stage Teacher Assessments**Writing, Reading, Mathematics, Science | **Year 6****National Curriculum Tests –** Reading, GPS, Mathematics**End of Key Stage Teacher Assessments**Writing, Reading, Mathematics, Science |

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| **Tracking**We use school developed tracking sheets to record and track progress within and across years for individuals, groups and cohorts of pupils. We track performance on statutory and non-statutory tests and teacher assessment judgements using the following:* PUMA and Rising Stars assessment spreadsheets
* Cohort data analysis spreadsheets
* Whole School progress/attainment tracking spreadsheet

Tracking of progress and attainment is used to support early identification of learning needs for individual pupils so that interventions can be put in place. The impact of interventions is monitored through continued tracking of progress. This is supported by the use of diagnostic tools and |

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| **Target Setting**Termly Curricular targets are set for Reading, Writing, GPS (Grammar, Spelling and Punctuation), Mathematics and Attitude to Learning (BLP). Subject targets will be drawn from the National Curriculum and be relevant to age related expectations, pupil’s individual strengths and needs and apt ‘next steps’ for the child. Targets will be shared and reviewed with pupils and parents at Parent Consultations in the autumn and spring term and in the End of Year Report in the summer term. |

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| **Reports to Parents and Parent/Child Conferences**Parents and children are invited to meet with class teachers in the autumn and spring terms to discuss general progress, agreed targets or areas for improvement. Teachers are also happy to meet with parents/carers at other times to discuss any concerns they may have.We send home an annual end of year report towards the end of the summer term. This will include the results of the statutory tests taken in year 1, 2 and 6.  |

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| **Marking and Feedback**These elements play a vital role in assessment. See our separate ‘Feedback and Marking Policy’ for details.  |

**Appendix**

**Roles and Responsibilities – Who does what?**

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| **Class Teacher*** Discusses pupils’ progress with previous teacher and uses information for planning and tracking
* Uses Assessment for Learning
* Plans with clear learning goals and success criteria involving pupils and the use of peer and self-assessment
* Provides effective written and oral feedback to pupils in line with our marking and feedback policy
* Actively involves pupils in their learning
* Analyses test outcomes to identify strengths and areas for improvement
* Agrees targets for improvement with individual pupils
* Involves TA in gathering evidence of achievement
* Carries out school based and national statutory tests/tasks
* Tracks pupil progress through the year using assessment grids
* Uses agreed range of assessment methods and techniques to gather information in line with school’s policies
* Ensures information is transferred to next teacher/new school.
* Identifies pupils in need of support
* Liaises with SENCO
* Reports pupil progress, attainment and next steps to parents/carers
 | **Head Teacher**Ensures* school meets statutory requirements
* Statutory targets are agreed (whole school level)
* Information is disseminated to the assessment leaders
* Implementation of assessment is reviewed
* Effective tracking systems in place
* Data is monitored and analysed to identify trends
* Assessment priorities are included on the school development plan.
* Defines roles and responsibilities of subject leaders
* Responds to specific staff development issues
* Reports to parents, governors and school improvement partner on standards and quality
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| **SENCO*** Liaises closely with class teachers and assessment leaders
* Monitors progress against Individual Education Plans (IEPs)
* Maintains SEN register
* Advises on use of specific assessment or diagnostic instruments
* Liaises with outside agencies
* Manages formal assessment for statementing
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| **Assessment Leaders**Ensure that:* Statutory requirements are met
* Assessment and Marking & Feedback policies are up to date and are regularly reviewed and used and complement other policies
* Methods and procedures are clear to all subject leaders and that they are followed and used consistently.
* Systems for recording assessment outcomes are manageable
* Disseminate information
* Support and train colleagues. Act as a source of expertise and guidance
* Provide staff development opportunities. Keep staff informed of new developments
* Generate action plans in line with the school development plan
* Links with other leaders and management to ensure coherence
* Sets timetable describing the range of events and activities associated with the assessment cycle
* Determines means of agreeing standards throughout the school, in collaboration with subject leaders
* Supports colleagues in identifying assessment opportunities and using assessment information
* Collates and evaluates assessment – National Curriculum tests, Teacher Assessment, optional tests etc to inform setting of school targets
* Monitors and evaluates assessment procedures and practices
* Reports to governors
 | **Governing Body*** Familiar with the schools assessment policy and practice
* Receive information about the effectiveness of assessment practices
* Focuses on the progress and attainment of year groups
* Responsible for setting statutory targets
* Ensure school meets statutory requirements
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| **EYFS/Subject Leaders**Ensure that:* Subject/EYFS policies reflect the federation assessment policy
* Curricular schemes of work and learning goals are clear
* Methods and procedures are implemented effectively
* Pupil progress is effectively tracked
* There are consistent standards in the subject/areas of learning across the schools/EYFS
* Monitor plans to ensure assessment informs planning
* Use data to evaluate the effectiveness of the curriculum, adapt, amend, interpret and analyse to set targets
* Ensure assessment is embedded in classroom practice across the federation
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**Annual Assessment cycle**

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| **Autumn Term** | **Spring Term** | **Summer Term** |
| * Baseline assessments (Rising Stars, PUMA, PM benchmark, Phonics Screening, EYFS Baseline- Tapestry)
* Diagnostics for interventions
* Data input and analysis – share data with Head Teacher, and school leaders.
* Target setting and review
* Pupil Progress reports
* Review RAISEonline data and FFT data.
* Set FFT targets (high band)
* Performance management review and target setting

Y2 teachers* Receive and read KS1 Assessment and Reporting Arrangements (ARA) for current year. Note any changes and key dates.
* Order modified tests if needed

Y6 teachers* Check KS2 results prior to validation, review marking outcomes of any papers sent to review from KS2 tests.
* Check arrangements for test ordering – 2015-16- only modified tests need to be ordered
* Receive and read KS2 Assessment and Reporting Arrangements (ARA) for current year. Note any changes and key dates.

Head/School Leaders* Renew login to NAA website
* Update SIP informed by assessment results from previous year
* Analysis of national and school data
* Monitoring assessments and Pupil Progress reports
* Present to governors
 | * Termly assessments (Rising Stars, PUMA, PM benchmark, Phonics Screening, EYFS - Tapestry)
* Diagnostics for interventions
* Data input and analysis – share data with Head Teacher, and school leaders.
* Target setting and review
* Pupil Progress reports
* Performance management review

Y1-2 teachers* Check phonics screening guidance for current year
* Carry out procedures set out in ARA in preparation for National Curriculum Tests

Y6 teachers* Carry out procedures set out in ARA in preparation for National Curriculum Tests – applications for additional time, check key dates, check pupil registration, plan for amanuensis and/or readers, read ‘Test administrators guide’

Head/School Leaders* Whole school data analysis
* Monitoring assessments and Pupil Progress reports
* Performance Management Review
 | * Termly assessments (Rising Stars, PUMA, PM benchmark, Phonics Screening, EYFS - Tapestry)
* Diagnostics for interventions
* Data input and analysis – share data with Head Teacher, and school leaders.
* Target setting and review
* Pupil Progress reports

Y1-2 teachers* Carry out procedures set out in ARA in preparation for National Curriculum Tests – check test delivery, plan test time table and arrangements
* Convert raw scores to scaled scores from table provided on GOV.UK
* Submit phonic screening results and end of KS1 teacher assessments to LA

Y6 teachers* Carry out procedures set out in ARA in preparation for National Curriculum Tests – check test delivery, plan test time table and arrangements
* Submit any notifications that pupils have used a scribe, transcript, word processor or electronic or technical aid.
* Submit end of KS2 teacher assessments
* Review marked papers on-line
* Submits review applications of needed

Head/School Leaders* National test results analysis
* School improvement planning and target setting
* Whole school data analysis
* Monitoring assessments and Pupil Progress reports
* Present to governors
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| **On-going*** Assessment for learning through observation, marking, feedback, peer and self-evaluation
* Tracking pupil progress through use of federation teacher assessment grids
* Monitoring and evaluation of assessment procedures and practices
* Supporting development of individual pupil targets for Reading, Writing, GPS, Maths and Attitude to Learning (BLP)
* Developing consistency of assessment judgements – whole school, federation and learning partnership moderation and standardisation
* Dialogue with pupils, parents, governors and the wider community
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**Non-statutory Summative Testing and screening timetable**

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| September (1st 4 weeks of term) | January (1st fortnight of spring term) | April (1st fortnight of summer term) | July (Last fortnight of term) |
| **Reading** Years 1-6– Rising Stars Autumn 1st Half TestRM Benchmark | **Reading** Years 1-6– Rising Stars Autumn 2nd Half TestRM Benchmark | **Reading** Years 1-6– Rising Stars Spring 2nd Half TestRM Benchmark | **Reading** Years 1-6– Rising Stars Summer 2nd Half TestRM Benchmark |
| **GPS** (Grammar, Punctuation and Spelling)Years 1-6– Rising Stars Autumn 1st Half Test | **GPS** (Grammar, Punctuation and Spelling)Years 1-6– Rising Stars Autumn 2nd Half Test | **GPS** (Grammar, Punctuation and Spelling)Years 1-6– Rising Stars Spring 2nd Half Test | **GPS** (Grammar, Punctuation and Spelling)Years 1-6– Rising Stars Summer 2nd Half Test |
| **Mathematics**Years 1-6 Autumn PUMA test as a baseline | **Mathematics**Years 1-6 Autumn PUMA test (re-test looking for progress) | **Mathematics**Years 1-6 Spring PUMA test | **Mathematics**Years R &1-6 Summer PUMA test |
| **By Autumn Half Term:****Phonics Screening**All year 1 pupils Year 2+ not yet passed screening (2012 test) | **Phonics Screening**All year 1 pupils Year 2+ not yet passed screening (2013 test) |  |  |
| **EYFS Baseline (Tapestry)** | **EYFS update Tapestry** | **EYFS update Tapestry** | **EYFS update Tapestry** |