

Assessment Policy

Salcombe Preparatory School



September 2016

This policy applies to Salcombe Preschool (EYFS), Pre-Preparatory School and Preparatory School

Salcombe Preparatory School

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Purpose

The purpose of this policy is to outline the rationale and approach to assessment in our school.

Types of assessment

At Salcombe, we assess in different ways and with different purposes during the academic year. We use three forms of assessment:

1. Formative assessment
2. In-school summative assessment
3. Standardised summative assessment

Formative assessment

Used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. This could, for example, include:

- Thumbs up/thumbs down
- Traffic lights visual reminders
- Peer assessment
- Self assessment
- Use of Starters and Plenaries
- Quality questioning (open ended and quick recap)
- Mini whiteboard – 'show me' activity
- Discussion
- Scrutiny of pupils' work
- Providing feedback (WWW/EBI)
- Pupils' responding to marking
- Observational assessment
- Quizzes
- Use of learning objectives and success criteria
- Verbal feedback
- Weekly tests for spellings; mental maths
- Recordings

In-school summative assessment

Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit. This could, for example, include:

- ISEB end of unit tests
- End of units in Science
- End of term tests (Rising Stars, Wigan)
- Feedback sheets from children
- Reviews of Pupil profiles for children on SEND register or monitoring list

Standardised summative assessment

Used to hold teachers and schools to account. This could, for example, include:

- PTE – progress tests in English
- PTM – progress tests in Maths
- NGRT – New Group reading Test
- CAT – Cognitive Abilities Test
- NFER – used for entrance exams
- Reception Baseline tests
- EYFS ELG – Early learning Goals
- HRT – Hertfordshire reading test

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- SWST Spelling Test
- Y2 and Y6 SATs

Principles of assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. Assessment should provide information which is clear, reliable and free from bias.

The guiding questions below are used to help ensure that we maximise the impact of our assessment.

Principles of in-school formative assessment

- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept.
- Interactive leading to dialogue.
- Helps pupils understand what they have done well and what they need to do to improve.
- Inclusive of all abilities.
- Supports immediate planning to improve progress and attainment.
- Supports home learning and home-school partnership.

Principles of summative assessment

- Used formatively by teachers to plan for next steps, target set and precision teach.
- Used to triangulate wider assessment judgement.
- Used to evidence progress over time.
- Used to compare cohorts and groups of pupils.
- Assesses against agreed benchmark standards.
- Used as basis for reporting.

Responsibility

The person with responsibility for the overview and evaluation of this policy is Sarah Davies, Headmistress. All academic staff have responsibility for the correct implementation of this policy.

Assessment calendar

We have a clear rationale for the use of each summative assessment. Appendix 1 outlines:

- Why they are used
- How the data will be used

Assessment calendar

We have a clear assessment calendar. Appendix 2 outlines when each assessment is undertaken.

Integrity of assessment information

For our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Assigning time to support the training of staff in robust assessment.
- Assigning time for the moderation of assessment judgements.
- Triangulating judgements from a range of assessments, including from pupil work.
- Using clear assessment criteria.

A key strategy for ensuring that assessments judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure parity of judgement. This could, for example, include teachers sampling work to check for consistent application of evaluation criteria.

Salcombe works with other schools in Enfield Borough Council to moderate against the Early learning Goals.

Internal moderation is carried out for writing.

Use of formative assessment

Formative assessment is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions and address them. The school uses formative assessment to ensure that all pupils are taught effectively so that they all make good progress.

It can take a variety of forms such as comment of presentation, conferencing, interviewing, or analysis of test results.

This form is an integral part of the teaching and learning process. It is used to

1. provide the pupil with feedback to enhance learning
2. help the teacher understand pupils' learning
3. build a picture of pupils' progress
4. inform decisions about the next steps in teaching and learning.

The pupils are actively engaged in many forms of formative assessment. It is important that this is done so that they understand what the next steps are in order to progress further.

Use of in-school summative assessment

Assessment objectives and assessment outcomes can be shared with parents to help them support their children's learning.

This form is generally a more structured activity than formative assessment and is usually carried out at the end of a block of study. It is used to provide an indication of the pupil's achievements.

Parents are informed of development and progress through two parent teacher conferences in the Autumn and Spring term respectively; and through termly reports. Reports in the Autumn and Spring term include formative information and next steps targets for the children to work on. This fosters an effective home-school link and promotes home learning.

When sufficient data is collected evaluation is carried out to:

- review a pupil's progress (co-operative exercise between pupils and teachers and, at times, with parents)
- review the effectiveness of an assessment activity (interpreting assessment activity results). NB. teachers should consider whether the results say more about the effectiveness of the assessment activity than about the pupil's achievements
- review the effectiveness of a learning activity (eg did the assessment result indicate that the learning activity was effective?)
- Review the effectiveness of a teaching programme (eg how should the teaching programme be amended in the future?)

The purpose of well developed assessment procedures is to:

- define each child's ability: what the child knows, understands and can apply
- reveal children's strengths and weaknesses
- ensure early identification of children with SEN
- inform future planning and target setting
- ensure continuity and progression in our work with the children
- communicate accurate information about children's learning and development that is useful to teachers, pupils, parents and other educational agencies
- enable teachers to further plan and review progress.
- provide a basis for reporting to parents/caregivers.
- identify barriers to learning
- provide information for school review.
- provide data profiling pupil achievement and learning barriers.
- ensure that strategies are in place to address barriers to learning

Progress will be measured in the short term but also the extent of value added over a period of time on individual progress charts and within Pupil Asset software.

All summative tests have been validated, aligned with the school's assessment principles and are administered in line with the test protocols. The use of the information provided by the test is well-grounded, ethical and supports teaching and learning.

Staff met regularly to look at analysis of the data to ensure that children are identified for interventions; to inform future planning and to adapt curriculum.

Inclusion

We have high expectations of every pupil, including those with SEN and/or disability. Pupils with SEN are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Students with SEN are expected to make the same rate of progress as other students.

Evaluation of this policy

When evaluating the use and impact of the assessment policy, leaders will evaluate the extent to which:

- assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning; and
- assessment information is shared with parents to help them support their children.

When evaluating the accuracy and impact of assessment, leaders will evaluate the extent to which:

- teachers use assessment for establishing pupils' starting points;
- teachers use assessment and testing to modify teaching so that pupils can achieve their potential by the end of year or key stage;
- assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum;
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

When evaluating the effectiveness of leadership and management, Cognita will consider:

- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning, attainment and progress;
- how effectively leaders monitor the progress of groups of pupils (e.g. gender, SEN, more able, EAL) to ensure that none fall behind and underachieve.

Data collection and recording

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we use Pupil Asset to collect the termly data which is currently loaded into Excel sheets

Appendix 1

Summative Assessment Overview

Year Group	Assessment	How data used?
Preschool	EYFS Early Years Goals	To assess progress To identify children who may need interventions planned
Reception	EYFS Early Years Goals	To assess progress To identify children who may need interventions planned To moderate against local schools to ensure
	Baseline	To track progress over time from Autumn to Summer To identify children who may need interventions planned
	Rising Stars	To assess more able children in reading, Maths To assess all children in writing
	Wigan Maths	To assess individual progress To assess a reading age
	Unaided Writing	To identify children who need reading support To identify gaps in phonological knowledge
	Herts Reading Test	To identify MAT pupils To compare children against national expectations To inform planning
Key Stage 1 Year 1 and 2	Rising Stars	To track progress over time from Autumn to Summer To identify children who may need interventions planned To assess more able children in reading, Maths To assess all children in writing To assess individual progress To assess a reading age To identify children who need reading support To identify gaps in phonological knowledge To identify MAT pupils To compare children against national expectations To inform planning
	Wigan Maths	
	Unaided Writing	
	End of topic assessments in Science	
	NGRT	
	SWST	
	PTE/PTM	
Year 2	NC SATs tests	To compare children against national expectations
Key Stage 2 Years 3 - 6	ISEB end of term tests in Maths and English	To assess all children’s knowledge and understanding and to track progress To identify gaps in learning and to plan interventions To inform planning
	End of topic assessments in Science	To assess knowledge and understanding in Science To assess individual progress To inform planning
	NGRT	To assess a reading age To identify children who need reading support To identify gaps in phonological knowledge To inform planning

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	SWST	To identify gaps in phonological and spelling knowledge To inform planning
	PTE/PTM	To identify gaps in learning To plan interventions To compare children against national expectations To identify MAT pupils To inform planning
	CAT4	To identify gaps in learning and assess innate ability and compare to Progress on PTE/PTM To compare children against national expectations To help decided secondary school choices To identify MAT pupils To inform planning
Year 6	NC SATs tests	To compare children against national expectations

Appendix 2

Assessment Calendar



Salcombe Preparatory School
Assessment and Reporting Schedule
2016 - 17

AUTUMN TERM	
Reception Baseline Testing (GL Assessment)	8 – 23 September 2016
NGRT Reading Test Years 1 to 6	8 and 9 September 2016
SWST Spelling Test Years 1 to 6	8 and 9 September 2016
Parents evening Year 5	17 October 2016
Parents evening Preschool to Year 3	20 October 2016
Parents evening Year 4	31 October 2016
Parents evening Year 6	3 November 2016
Assessment Week Years Reception to 6	7 - 11 November 2016
Target Reports to Head	25 November 2016
Target Reports to Parents	9 December 2016
SPRING TERM	
Parents evening Preschool to Year 3	30 January 2017
Parents evening Year 5	2 February 2017
Years 3 and 5 CATs assessments	6 - 10 February 2017
Parents evening Year 6	6 February 2017
Parents evening Year 4	9 February 2017
Assessment Week Reception to Year 6	20 - 24 February 2017
Target Reports to Head	10 March 2017
Target Reports to Parents	24 March 2017
SUMMER TERM	
Standardised Tests for Years 2 and 6	15 - 19 May 2017
Mock 11+ Exam for Year 5	26 May 2017
Assessment Week Reception to Year 6	5 - 9 June 2017
Reception Progress Testing (GL Assessment)	5 June – 15 June 2017
PIE and PIM testing Years 1 to 6	19 - 23 June 2017
Full Reports to Head	23 June 2017
Full Reports to Parents	7 July 2017

4.7 As part of a School review

Role of the teacher

- Teachers shall write and issue full written reports twice a year and assessments of attitude each term
- Teachers collect results of Standardised Tests, running Records, Spelling Ages and results of basic Maths Facts and computation
- All teachers shall record anecdotal, observational and conferencing notes in a class book which also will be available to the teacher(s) of the children of that class in the following year

Ownership and consultation	
Document sponsor (role)	Headmistress
Document author (name)	Sarah Davies
Specialist Advice	Ros Vahey

Audience	
Audience	All school staff

Document application and publication	
UK	Yes
Spain	No

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Related documentation	
Related documentation	<ul style="list-style-type: none"> • Special Educational Needs • Able Gifted and Talented Policy • Early Years Foundation Stage (EYFS) • Teaching & Learning