



Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
February 2018	C. Robinson-Jones D. Byron	N/A	February 2018	February 2019

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Class Tracking Sheets SEND portfolios	Name D.O.B. Parent details Health details SEND details Attainment and progress information	Well-Being and Education of Your Child Communication and reporting to parents Reporting to the LA and DfE	All Staff LA DfE	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School and transferred to secondary school

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
		✓





Introduction

At Marlborough Primary School we aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our school vision and values that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

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 evaluate

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Principles

At Marlborough Primary School we use a variety of ways to assess children's learning, each having a clearly defined purpose. All children are assessed at an appropriate level to ensure teachers are able to effectively monitor and track progress and attainment.

Assessment enables:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Assessment Approaches

At Marlborough Primary School 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.

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 where their child's strengths and weaknesses lie, and what they need to do to improve

Aims of Formative Assessment

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Through In-School Formative Assessment we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- make use of rich question and answers
- Provide children with developmental written and verbal feedback and providing next steps in learning
- Observe and record children's developmental skills in Early Years

Examples of formative assessment

Marking and Feedback – *refer also to Marking and Feedback policy*

Marking and feedback at Marlborough Primary School is used:

- To identify the child's successes against the learning objective
- To assess the child's level of understanding.
- To highlight the child's next learning step/target.
- To value children's work through meaningful and consistent feedback

Questioning

At Marlborough Primary School we use 'Blooms Taxonomy' as a tool for asking questioning and encourage children's deeper thinking. Asking questions enables teachers to make an instant judgement on a child's knowledge and understanding and use this to inform teaching.

Self and Peer Assessment

One of our school aims at Marlborough Primary school is 'independence'. Throughout their time here, children are taught to be reflective about their learning and support the learning of others. From Early Years, children learn how to use self-assessment and peer assessment to develop their own learning as well as that of their peers. This is done both verbally and in writing.

Pupil Progress Meetings

Pupil Progress Meetings provide a regular timetabled forum for analysis and discussion of the factors that have supported pupil progress and identifies, collaboratively, actions that overcome barriers to learning. They require teachers to share evidence drawn from their day to day and periodic assessments. The meetings provide a forum to answer questions posed by the data within pupil tracking and enable schools to move tracking off the page into actions for learning. They also provide an opportunity to demonstrate and celebrate success. These take place in the Spring and Summer terms.

Target Setting

Children are set clear and manageable targets in Maths, English and Science and are based on what they know, what they have learnt and what they need to do to progress further. These are placed in the front of books allowing the children to access daily. Children are actively involved in setting these targets through live marking and verbal discussions during lessons.

Cold Tasks

At the beginning of a new unit of work, children are set 'Cold Tasks' to assess their existing knowledge, understanding and skills. This informs teachers and enables them to ensure lessons planned are exciting, engaging and challenging for all.

Intervention Testing

Marlborough Primary school offers a wealth of additional interventions that are designed to provide short, personalised teaching sessions to remove barriers or fill gaps in learning. Each child will be tested upon entry using Sandwell Early Numeracy Testing (maths) and PM Bench Marking (reading). After completion of the intervention the children are tested on exit. The entry and exit data is used to inform impact and evaluate effectiveness.

In-school summative assessment

Summative assessment is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

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

Examples of summative assessment

End of Term Summative Tests (Years 1 to 6) – Maths and Reading

At the end of every term, we hold a Test Week using PUMA and PIRA standardised assessments. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations. In addition to these test, children in Year 2 and Year 6 complete previous SATS papers each term in preparation for the end of year assessments and Year 1 complete phonics screening tests half termly in preparation for the Phonics Screening assessment in June.

Hot Tasks

Upon completion of a unit of work, children are set 'Hot Tasks' to assess the knowledge, understanding and skills learnt. This allows teachers to make informed assessments on attainment within the unit. The information is also used to plan additional support and quality first teaching where gaps in learning may have been identified.

Teacher Assessments

At the end of every term, teachers are required to enter teacher assessments into the schools assessment system. This data is analysed by the Deputy Headteacher and Headteacher and a Standards and Achievement report is produced. This report details the attainment and progress of every class and year group in the school. Within this, the data is then scrutinised further to look at key groups of children. From the data analysis, an action plan is written that identifies next steps needed in classes, year groups and within the whole school. This document, along with the action plan, is shared with all staff on a termly basis.

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

This data is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally. Children in Year 6 and Year 2 sit standardised tests during May each year. The data from these is sent to the DfE. Children are also assessed at the end of EYFS. These are teacher assessments and are used as a baseline to track and monitor progress throughout a child's time at Marlborough Primary school.

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers and key workers collate this evidence in Learning Journals which support teacher's assessment judgements.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

Inclusion

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

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.

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) Register. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or tests/teacher assessments from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Every children with an EHCP has a SEND portfolio. This includes all relevant information relating to their personalised plan and also documents the progress made through:

- Weekly examples of work
- Personalised curriculum and programme of study
- Special achievements
- Progress made towards targets
- Any reviews or additional information from other agencies.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). These take place in the Autumn and Spring Term.
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. phonics screening and end of KS1/KS2 results.
- End of Year Achievement and Celebration evening: this takes place at the end of the summer term and provides parents, children and teachers to share in the successes of the academic year, looking at work and discussing reports and progress. It is also an opportunity for parents to meet the teacher for the next academic year, building strong home/school relationships.

Reporting to Governors

- The Head Teacher's Report to Governors (termly). Members of SLT and SMT contribute to the overall report.
- There is also a Governors day, in school, each year when subject and aspect leaders meet with governors and share the successes and developments within their areas of responsibility.

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on the success criteria.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

The Deputy Headteacher is assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SMT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out half-termly book and planning scrutinies alongside the Phase and Subject Leaders to evaluate the effectiveness of next step marking and target setting.

At the end of the Autumn and Spring terms the Deputy Headteacher holds Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups, including evidence in books.

The Pupil Progress format was developed and a new, more effective system is in place that involves the class teacher, Deputy Headteacher, Inclusion co-ordinator and SENDCO.

Roles and responsibilities

Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SMT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum subject leaders
- Analysis of data to inform Pupil Progress Meetings, Performance Management
- Intervention Pupil Provision Mapping and evaluating impact
- 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

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
-

SENCO/INCO

The SENDCO and INCO are responsible for:

- Contributing to Action Plans and the SDP - through work with the SMT

- Planning assessment arrangements for SEND/EAL pupils - alongside all curriculum subject leaders
- Pupil Provision Mapping for SEND/EAL/PP pupils and evaluating impact
- 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 of SEND/EAL/PP pupils, including current standards and trends over previous years

Class teachers

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

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Marlborough Primary School the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments using the newly designed assessment checklists
- Borough: Moderation of Reading, Writing and Mathematics assessments with a school/schools within the local authority
- CPD on assessment for all new teachers in Year 2 and 6, organised by the LA
- Borough CPD for all year groups
- Autumn term cross borough moderation
- Early Years staff meet regularly to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

At the start of each new academic year, all members of staff are provided with a yearly assessment cycle to ensure they are clear on key assessment dates and deadlines and are able to plan their curriculum accordingly. Included within this is subject monitoring and evaluation outlining dates for evidence submission, environment walks and book and planning scrutinies.

All teachers are kept up to date with developments in assessment practice through weekly staff briefings where appropriate.

The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.

All new members of staff are provided with a robust induction that also covers the schools assessment policy and systems. NQT, student teachers and associate teachers also receive additional support in this area.

Initial Teacher Training

Our participation in the School Direct scheme has enabled us to train trainees with the aim of employing them at the end of their placement. Trainees are involved in all of our staff meetings - as well as relevant courses hosted by our Teaching School Alliance.

NQTs

All NQTs take part in a paid induction day before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy and how to use our assessment system and explain the assessment cycle. NQTs attend an assessment courses as a part of their induction programme as well as all relevant courses hosted by our HSIP every Thursday which also include additional support on assessment.

Data collection

At the end of each term, teachers enter assessment data onto the schools management system. This data is held on the schools management system (SIMS) throughout a child's time at Marlborough Primary School and is transferred to their High School at the end of Year 6.

Data Access

- Head teacher and Deputy Head teacher: access to every assessment mark sheet within the school
- Phase Leaders: access to the class mark sheets within their phases
- Subject Leaders: access to the relevant subject mark sheets for every class
- Class teachers: access to their class mark sheet
- All other staff: have no access to assessment mark sheets

Monitoring

This policy will be reviewed annually by Deputy Headteacher alongside SENDCO and INCO. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The policy is available on the school network and is also provided to all new employees during the induction session.

The Deputy Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Lesson Observation
- Drop-in
- Book Monitoring
- Planning Monitoring
- Display Monitoring
- Pupil Voice
- Learning Walk
- Impact Evaluation
- Action Planning
- Modelling and Supporting Practice / Team Teaching

This assessment policy is linked to:

- Curriculum Content and Design policy
- Early Years Foundation Stage policy and procedures
- Teaching and Learning Policy
- Examination contingency plan
- SEND policy
- EAL policy
- Inclusion policy
- Marking and Feedback Policy
- GDPR policy
- Directed time for staff policy
- Work-Life balance policy
- Assessment cycle
- Appraising teacher performance policy