



Milton Keynes Education Trust

Kents Hill School

Assessment Policy

December 2016

Next Review: December 2019

1. The Purpose of Assessment at Kents Hill School:

Children will understand:

- what they have done well
- what they need to do next to improve

Teachers will understand:

- the needs of individual children
- how to plan children' next steps in learning

Parents will understand:

- the progress their child is making
- how to support their child's learning

Senior Leaders and Governors will understand:

- whether children are making progress
- how the school performance compares to similar schools and the national average
- which aspects of the curriculum and teaching need to be celebrated or strengthened

2. Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to children, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of children in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of children in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

3. Assessment Criteria

- Assessment criteria are derived from the school curriculum, which is built from the National Curriculum and our own school design
- Assessment criteria are short descriptions of what children are expected to know and be able to do
- The school uses Target Tracker to track the criteria achieved by children

4. Judgement

- The achievement of each pupil is assessed against the National Curriculum at different points throughout the year.
- Each pupil is assessed as either 'Beginning', 'Beginning +', 'Within', 'Within +', 'Secure', or 'Secure +' within the criterion contained in our expectations for that year.

- We apply a range of methods to assess children and report on their progress so that we can analyse performance, design our teaching to address their needs and produce reports that are accessible and fair.
- Assessment happens continuously through marking children's learning, making observations, and challenging children within independent activities.
- We use procedures to help our teachers in arriving at a shared understanding of the expected standards of performance.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

5. The use of assessment

- Teachers use the outcomes of assessments to analyse the attainment and progress data of all children.
- Teachers will use the data to:
 - o Plan learning for every pupil to ensure they meet or exceed expectations.
 - o To identify children exceeding expectations and to provide them with an extra challenge in their learning.
 - o To identify children at risk of falling behind. They will plan additional provision and interventions for these children.
- Information from assessments is communicated to parents at parent consultations and through a written report.
- We celebrate achievements across all aspects of the curriculum.

6. Types of Assessment

Formative Assessment (Assessment for Learning)

- Formative assessment is the process of seeking and interpreting evidence for use by children and their teachers to decide where the children are in their learning, where they need to go next, and how best to get there.
- This is assessment **for** learning.
- Formative assessment is used daily to ascertain children's development. It could be carried out by a range of 'assessors' (teachers, support staff, peers, and self).
- The vast majority of these assessments are not recorded.
- They will be used to modify future planning to ensure it meets the needs of all children.
- This could take place within a lesson, as well as within a series of lessons.

Summative Assessment (Assessment of Learning)

- Summative assessment is used to:
 - o Assess children's overall achievement.
 - o Summarise where children are at a given time.
 - o Provide a snapshot of what has been learned.
 - o Highlight children's progress and strengths.
- This is assessment **of** learning.
- Summative assessment is usually completed termly or at the end of a unit of learning.

7. High Expectations

- We have set a minimum attainment level and an expected rate of progress for each year group.
- In defining the attainment and progress levels, the school has used information from Target Tracker.

- Many children have barriers to their learning – these will not be accepted as an excuse for underperformance. Children with barriers to learning need to make good progress from their starting point with carefully planned targeted and personalised provision.

8. Summative assessment process

1. Assessment made by Class Teacher
2. Class Teacher to input the data on to Target Tracker
3. Assessment Leader to produce data pack
4. Pupil progress meetings held
5. Class Teacher to amend provision and interventions
6. Assessment Leader to produce termly attainment and progress summary
7. Inclusion Manager to report on progress of vulnerable groups
8. Senior Leaders to review support required
9. Senior Leaders to monitor and evaluate provision
10. Headteacher and Deputy Headteacher to report summary to Learning, Teaching and Student Welfare Governing Committee

9. Statutory Assessments

Reception

- Good Level of Development

Year 1

- Phonics screening check

Year 2

- KS1 National Curriculum Tests
 - o Grammar, punctuation and spelling – *not statutory in 2017; elements will be taught*
 - o Reading
 - o Mathematics
- Teacher assessments
 - o Writing
 - o Science
 - o Speaking and listening
- Children in Year 2 who do not meet the expected level in the Year 1 Phonics screening check will continue to take the assessment again in the Summer term of Year 2

10. Non-Statutory Assessments

Baseline assessments are made in Nursery and Reception

Reading

- All children complete Read, Write, Inc assessments over the course of the year to determine their reading group.
- Teachers assess reading through guided reading and reading conferences

Writing

- In Key Stage 1, all children complete an independent piece of writing every two weeks (completed outside of the normal English lesson). This is judged against the end of year expectation for the year group.
- In Reception and Nursery, a range of evidence is used to judge children against the Foundation Stage Development Matters statements.

Maths

- In Key Stage 1, all children complete independent maths activities at timely intervals away from the point of teaching. This is judged against the end of year expectation for the year group.
- In Reception and Nursery, a range of evidence is used to judge children against the Foundation Stage Development Matters statements.

Teachers assess pupils' responses in all subjects using Foundation Curriculum and National Curriculum age-related expectations as appropriate.

11. Assessment points

Assessment Points are outlined in Appendix 2

It is possible that, for identified individuals, groups, classes or cohorts, additional assessment points could be included to track progress that is less than expected.

12. The Data Pack

Key Stage 1

As a school we measure a child's achievement in reading, writing and maths in the following ways:

- Attainment – where are they working in comparison to age related expectations?
- Short term progress – have they made expected or strong progress during the term/year?
- Long term progress – have they made expected or strong progress since the end of EYFS?

Foundation Stage

As a school we measure a child's achievement in the different areas of learning. We also measure children with an overall judgement of a child's achievement. We measure in the following ways:

- Attainment – where are they working in comparison to age related expectations?
- Short term progress – have they made expected or strong progress during the term/year?
- Long term progress – have they made expected or strong progress since their Nursery baseline?

The data is analysed in the following ways:

- Whole class/cohort data
- Boys
- Girls
- Pupil Premium
- Not Pupil Premium
- All SEN
- Not SEN
- EAL

This enables the school to compare different groups and proportions of children and identify gaps in achievement and progress.

Senior Leaders will meet to discuss the data that has been gathered. The discussion will focus on:

- Where is additional monitoring required this term?
- Where is additional support / challenge for teaching staff required?

13. Pupil Progress Meetings (PPMs)

Pupil Progress Meetings are about celebrating good progress and ensuring that any underperformance in individuals, identified groups or whole classes is identified and next steps are put in place to improve performance.

Pupil Progress Meetings are led by Senior Leaders. In Key Stage 1 they will focus on data relating to Reading, Writing and Maths. In Foundation Stage they will focus on data relating to the areas of learning and the overall judgements made.

Pupil Progress Meetings will primarily focus on children making slower progress compared to the school's expectations.

Class teachers will come to Pupil Progress Meetings with an idea of how they will adapt quality first teaching or organise provision – but the final adaptation will be discussed and agreed at the meeting.

Pupil Progress Meetings are recorded using a set proforma. This will be distributed as needed.

14. The Role of the Governing Body

A summary of the data will be reported to governors at the Learning Teaching and Student Welfare Committee.

The discussion with governors should focus on cohorts where attainment / progress is less than expected, what the reason for this is, and what further support / challenge is in place.

Appendix 1 – Expected Achievement Levels

Foundation Stage

In Nursery and Reception, achievement (attainment and progress) is measured against Early Learning Outcomes – this describes children’s development in age bands. At the end of the Foundation Stage children’s development is measured against the Early Learning Goals.

It is not possible to measure progress across the two key stages

Nursery

- Expected progress = 6 steps
- Strong progress = 6 steps +
- Expected attainment = 30-50 Months Secure

Reception

- Expected progress = 6 steps
- Strong progress = 6 steps +
- Expected attainment = 40-60 Months Secure
- Target Attainment = Early Learning Goal

Key Stage 1

Year 1

- Expected progress = 5 steps
- Strong progress = 5 steps +
- Expected attainment = 1 Working Within +

Year 2

- Expected progress = 6 steps
- Strong progress = 6 steps +
- Expected attainment = 2 Working Within +

Appendix 2 – Assessment Timetable 2016 – 2017

Autumn Term 2016

| | |
|---|--|
| October 2016 | Baseline assessments to be made in Nursery and Reception |
| End of Autumn term 9 th December 2016 | Assessment Point 1 Class teachers input data to Target Tracker |
| January 2017 | Pupil progress meetings held Class teachers to amend provision Senior Leaders meet to discuss support required |
| February 2017 | Senior Leaders share achievement summary to LTSW governing committee |

Spring Term 2017

| | |
|---|--|
| End of Spring Term 29 th March 2017 | Assessment Point 2 Class teachers input data to Target Tracker |
| April 2017 | Pupil progress meetings held Class teachers to amend provision |
| April 2017 | Senior Leaders to meet to discuss support required |
| June 2017 | Senior Leaders share achievement summary to LTSW governing committee |

Summer Term Data 2017

| | |
|-----------|---|
| May 2017 | KS1 SATs Window opens |
| June 2017 | Year 1 Phonics Screening Week |
| June 2017 | Year 2 teachers to input data to Target Tracker |
| June 2017 | Year 2 Data submission deadline to DfE |
| June 2017 | EYFS Reception Data submission deadline |
| July 2017 | Assessment Point 3 Final data entered on to Target Tracker for Nursery and Year 1 |
| July 2017 | Pupil Progress Meetings held Class teachers to create action plan for next class teacher |