

The Coastal Federation

Bacton Primary School



Mundesley Infant School and SRB



Mundesley Junior School



Assessment Policy

October 2018

This policy is written based on information and recommendations from "Purposes and Principles of Assessment without Levels" and the "Final Report of the Commission on Assessment without Levels".

Key roles and responsibilities

- The governing body has overall responsibility for the implementation of the Assessment Policy and procedures of The Coastal Federation.
- The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The Head of School has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- The Head of School will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of The Coastal Federation.
- The Head of School is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing pupil progress and updating the senior leadership team on the effectiveness of the provision, using national and school level assessment data.
- The special educational needs and disability coordinator (SENDCo) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing provision maps and managing statutory assessment.
- Class teachers are responsible for setting individual targets based on National Curriculum attainment targets, maintaining accurate pupil records of formative assessment, reporting progress to parents/carers, and contributing to provision maps/1-2-1 tuition targets where appropriate.
- All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO and Head of School.
- Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments.
- Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

Training of staff

- Teachers and support staff will receive training on the Assessment Policy as part of their induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.
- Teaching staff will meet the Head of School for training in planning for formative assessment and the creation of manageable groups of attainment targets. Pupil Asset training will also be given.
- Updates to changes in assessment and the policy will be discussed as a staff and agreed.

The Principles and Aims of Assessment at The Coastal Federation

Assessment at The Coastal Federation is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.
- At The Coastal Federation, we use three types of assessment during the school year; formative, in school summative and the nationally standardised summative assessments.

Formative assessment

- Question and answer during lessons and class time
- Marking of pupils' work and feedback to pupils
- Observational assessment
- Re-cap quizzes
- Book scrutiny for progress and attainment over time
- Formative assessment can be from teaching staff and support staff/volunteers as directed by teaching staff

Formative assessment is the day to day assessment of the pupils' knowledge and understanding through teaching and learning. It demonstrates areas of strength and areas that require improvement to inform staff and therefore plan future lessons accordingly. *Formative assessment is continuous and ongoing and informs planning.*

In-school summative assessment

KS1 and 2

- Termly assessment tests in maths (KS1 - Rising Stars PUMA, KS2 - NFER) and regular use of Testbase to generate specific Lesson Objective assessments
- Termly assessment tests in reading (KS1 - Rising Stars PIRA, KS2 NFER)

Nationally standardised summative assessment

- National Curriculum tests at the end of Key Stage 2.
- National Curriculum teacher assessments and tests at the end of Key Stage 1.
- Phonics Screening Check
- EYFS Baseline – Tapestry
- EYFS outcomes at the end of Year R

Scheme of assessment

National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. The Coastal Federation has implemented the following scheme of point in time assessment which addresses assessment without levels.

We base our assessment judgements at key points in Autumn, Spring and Summer to record children’s attainment and judge progress using the statements below:

Scale	Your chosen language
1 Working at P Scales	Is working at least 2 years or more below age related expectations. Will require intervention linked to individual SEN plans.
2 Significantly Below Expected	Is working below age related expectations and is following the curriculum a year below. Will require intervention to ensure appropriate challenge and acceleration of progress.
3 Below Expected	Is able to access the curriculum but has significant gaps in learning. Requires heavily personalised support and constant scaffolding. Could require intervention to ensure appropriate challenge and acceleration of progress.
4 Just Below Expected	Is accessing their year group curriculum but some gaps are still apparent. Needs regular support at the beginning but is growing in confidence as a unit of work progresses and is starting to show more independence and accuracy. May require intervention to ensure appropriate challenge and progress.

5 Expected Attainment	Is accessing their year group curriculum and is on track to meet most of the end of year expectations but needs some sporadic support now and again. Can grasp new concepts and is starting to apply them independently. Sometimes needs reassurance as there are still some gaps in learning
6 Just Above Expected	Is on track to meet end of year expectations. May make some minor errors but will usually be able to improve work following feedback/support. Begins to apply skills to new concepts independently
7 Above Expected	Is likely to meet and potentially exceed national expectations. Is able to retain knowledge and apply skills in a range of contexts, making few errors.
8 Significantly Above Expected	Is accessing their year groups curriculum independently. Meets all year group expectations and can retain knowledge and apply skills to new concepts more accurately. May require personalised planning to ensure sufficient challenge.
9 Mastery	Is on track to exceed national expectations. Is able to demonstrate significant skills beyond the curriculum. Can consistently apply their skills and knowledge beyond the curriculum. Will require personalised planning to ensure sufficient challenge.

Children are assessed in all Key Stages against all areas of the NC Programme of Study. Assessment is at the heart of the planning process, the Programme of Study is the starting point for units of work. Teachers use formative assessment to make assessment judgements and these inform future plans.

Staff will use formative assessment and in-school summative assessment to make a professional judgement regarding individual pupil attainment in the second half of Autumn, Spring and Summer terms. This information will be entered into the Pupil Asset tracking system at termly intervals.

Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise standardised formal summative assessments

Target setting

Pupils complete baseline assessments at the start of the autumn term, which inform long-term national curriculum-based learning goals. The Coastal Federation uses FFT Aspire to assist in target setting in KS1 and KS2.

SEND pupils may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.

Targets that lead to the long-term learning goals are agreed with pupils and are discussed in age-appropriate language and are shared with parents/carers.

Tracking and reviewing progress

Formative and summative assessment milestones are recorded electronically using Pupil Asset. National curriculum objectives are only recorded as 'exceeding' when a child is using them independently. In order to exceed an objective, pupils must:

- Learn the skill/concept.
- Practise it.
- Apply it.
- Apply the skill/knowledge in a different context.

Pupils are given the opportunity to review their progress through feedback sessions.

To assist in guiding each pupil's learning journey, data snap-shots are taken at class and subject level, three times a year, towards the end of each term.

Pupil progress meetings for each year group are scheduled termly with the teacher and TAs and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.

Learning Objectives, Success Criteria, Marking and feedback

- Effective assessment and marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.
- Marking and feedback should directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- During lessons, time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

Records and record keeping

- Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers.
- At the Early Years Foundation Stage, each child's developments and achievements are recorded in the Early Years Foundation Stage Profile (EYFSP), which is based on teachers' ongoing observations and assessments. At The Coastal Federation, EYFS is recorded on Pupil Asset and Tapestry.
- Summative assessment records, such as Key Stage 1 and Key Stage 2 examination results, are kept electronically and held for six years after the year of the examination.
- Formative assessment records, such as pupil work, are held for one year and are passed to the next teacher.
- Pupil Asset stores assessment information for all the time the children are in school. It archives Year 6 data each year.

Standardisation and moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Support and professional development from lead moderating members of federation staff
- Collaboration with colleagues within each of the federation schools
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies

Links to other policies

This policy also links to the Marking and Feedback Policy.

Policy review cycle

This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.

Appendix A: School assessment schedule (extract from Federation Quality Assurance Framework)

Appendix A



The Coastal Federation - Quality Assurance Framework 2018/19

Term 1

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NEEDS GOVERNOR MEETINGS ADDED

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Accountability and Evaluation		<ul style="list-style-type: none"> Teacher Appraisal Mid-year Review Meeting TA appraisals - SMT 	23 29 <ul style="list-style-type: none"> Writing Book Look Teachers input Data on PA (RWMS) Data Snap-Shot Sheet to SLT Pupil progress meeting 																																																																																																																														
Reporting	DH Report Produced from December assessments		<ul style="list-style-type: none"> Data Capture Sheets prepared ready for Gobs Updating of SEF/SIDP 																																																																																																																														



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Assessment Incl Statutory Formal Assessment Dates	•	21-25	<ul style="list-style-type: none"> • Sats year 2 • Sats Year 6 	25-29	<ul style="list-style-type: none"> • PIRA Reading assessment tests Year 1 • Puma Maths assessment tests Year 1 • NFER Reading Assessments Tests Year 3-5 • NFER Maths Assessment Tests Yr 3-5 • Staff Informed of pupil names for Federation Writing Moderation - Writing moderation sessions • Phonics screen Year 1 																																																																																																																																																																							
Accountability and Evaluation	Pupil Progress Meetings			8	<ul style="list-style-type: none"> • Writing Book Look 	6 9	<ul style="list-style-type: none"> • Teachers input Data on PA (RWMS) • Data Snap-Shot Sheet to SLT • Pupil progress meeting • Lesson Observation • Book Look • Achievement and Standards Committee (Review of Spring data and evaluation of SIDP) 																																																																																																																																																																					
Reporting			•		•		<ul style="list-style-type: none"> • Flying Start Report completed for 3 schools • SIDP Evaluated (SEF) • Data Capture Sheets prepared ready for Govs • School Effectiveness Committee (Gov) - Summer data (key check points) • Reports to Parents on their children's progress and attainment 																																																																																																																																																																					

Autumn one	<ul style="list-style-type: none"> • On entry data for foundation stage profile in Reception. • Class profiles updated and end of year targets set. • Parents' consultation meetings. • In school summative assessment (SPAG, reading) • Head of School/teacher assessment meetings. • Class assessment folder updated (on-going). • SEND provision maps reviewed.
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Autumn two	<ul style="list-style-type: none"> ● Class profiles updated. ● Data 'snap-shots' (class, phase, subject level). ● Individual and class intervention trackers produced. ● In school summative assessment (maths, SPAG, reading) ● Class assessment folder updated (on-going). ● Pupil progress meeting (HT, Teacher, TAs)
Spring one	<ul style="list-style-type: none"> ● In school summative assessment (SPAG, reading) ● Phase group assessment moderation meetings. ● Class profiles updated. ● Class assessment folder updated (on-going). ● SEND provision maps reviewed.
Spring two	<ul style="list-style-type: none"> ● Class profiles updated. ● Data 'snap-shots' (class, phase, subject level). ● SEND intervention trackers reviewed. ● Parents' consultation meetings. ● Pupil progress meeting (HT, Teacher, TAs) ● Individual and class intervention trackers produced. ● Phase group assessment moderation meetings. ● Class assessment folder updated (on-going).
Summer one	<ul style="list-style-type: none"> ● Phase group and cross phase assessment moderation meetings. ● End of year reports produced. ● Prepare class hand-over folders. ● Year 6 SATs. ● Year 2 SATs. ● LA SATs moderation meetings for Reception, Year 2 and Year 6. ● Class assessment folder updated (on-going). ● SEND provision maps reviewed.
Summer two	<ul style="list-style-type: none"> ● Year 1 phonics test. ● Data 'snap-shots' (class, phase, subject level) ● Class profiles updated. ● Pupil progress meeting (HT, Teacher, TAs) ● Report EYFSP to LA ● Report Year 1 phonics assessment results to LA ● Report Years 2 and 6 SATs results to LA.

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| | <ul style="list-style-type: none">● Report all results of statutory assessments to parents.● Annual reports sent to parents.● Class assessment folder updated in preparation for class handover meeting (on-going).● Class handover meetings (current teacher meets receiving teacher to share information). |
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