

Assessment Policy

Sunnyside Academy



Approved by:
Governing Body

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1. 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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. 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](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning, through discussion and marking, so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;

- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment should inform effective provision. It should be a useful tool to support teachers in understanding where pupils are and what the next steps of learning are. It should not lead to an excessive workload.

4. Assessment approaches

At Sunnyside Academy, 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.

4.1 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative Assessment Techniques used at Sunnyside:

- In Early Years and beyond, Teachers observe pupil's learning, recording as informal notes using initials on planning or as formal observation records on 2Simple 2Build a Profile (Early Years and Higher Needs Base).
- Through differentiated questioning, teachers are able to establish pupils' knowledge and understanding.
- Teachers build in opportunities for pupils to self and peer assess against clear success criteria.
- Teachers work with pupils during lessons, giving verbal feedback and guidance on next steps.
- Teachers mark the pupils work in-line with Sunnyside's 'Presentation and Feedback Policy'

Teachers use all the formative assessment information to identify gaps or misconceptions in pupils learning and plan their next session, ensuring that the lesson targets pupils' next steps.

Early Years Tracking Systems

In Early Years, teachers use 'Development Matters' to track pupils progress through each of the areas in the Foundation Stage Curriculum. Evidence from teacher led and independent play sessions is collected in books, on 2Simple 2Profile and through observations. Teachers plan pupils' next steps based on their prior attainment and current learning experiences.

Y1-Y6 Mainstream Tracking Systems

Ongoing tracking devices (Pixl Sheets – mainstream and IASSEND statements – SEND) are used alongside observations and marking to identify gaps and next steps in learning. These are completed by teachers as they are teaching and are used alongside summative assessments to monitor pupils' 'STEPS' in learning (see Summative assessment). The Pixl tracking sheets have been adapted to meet the needs of Sunnyside pupils and the curriculum they access. Pixl trackers are completed for Reading, Writing and Maths within each term.

Across mainstream classes Y1-Y6 for Science, teachers complete 'Science Rockets' which are displayed in the front of individual pupil books. This allows teachers to quickly identify when pupils have achieved key skills and objectives in Science and also where the evidence that meets the objective is located.

SEND Tracking Systems

For pupils working significantly behind age related expectations (around 2 years or more), either within the SEND Bases classes or within Mainstream Classes, an alternative tracking system to Pixl is used by teachers to monitor attainment and progress.

iASEND is an online tracking system which measures both linear progress (through a series of statements covering SEND P Level P1-National Curriculum Key Stage 3) and lateral progress (level of independence within a statement). iASEND breaks the curriculum down into much smaller steps, enabling staff to monitor progress which is at a slower rate than that effectively measured by Pixl statements. Pupils are monitored in English (including Speaking and Listening), Maths, Science and Personal, Social Development.

Teachers use iASEND statements as planning objectives and mark against these statements when marking pupils work. This then informs pupils next steps. SEND teams meet at least half termly to triangulate pupil progress and moderate iASEND statements against evidence in pupil's books and files.

Pupil Involvement

Pupils are also involved in assessment processes, as teachers will build in opportunities for self and peer assessment against the lesson learning objective and success criteria. This may look different in each classroom but may include: pupils colour coding work red, amber or green, pupils showing thumbs up or down, pupils ticking against specific criteria. In a similar way, teachers may ask pupils to assess each other's work. Pupils are reminded that they should do this using the strict criteria given by the teacher and that it should be delivered in a positive and supportive manner.

Pupils are expected to reflect on verbal feedback immediately where possible and written feedback during the next lesson. Posters in classrooms, remind pupils of the codes for marking and pupils when needed pupils are supported to respond to the teacher's comments.

Each half term, Phase Teams moderate examples of work against the tracking sheets, to verify that judgements are consistent within and across teams. Where possible, Sunnyside Academy works with its partner schools to moderate across schools to ensure consistency in judgements.

4.2 In-school summative assessment

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Each half-term, pupils in Mainstream Classes, and some pupils in Base Classes, complete summative assessment papers in Maths, Grammar, Spelling and Punctuation (GPS) and Reading. These assessment papers primarily come from Rising Stars, White-Rose, Pixl or previous end of Key-stage papers. This assessment practice is important to ensure pupils are familiar with the layout and style of questions that they will come across in the National End of Key Stage Assessments that they will experience in Y2 and Y6. It also allows teachers to assess the pupils' ability to apply their knowledge and understanding independently in a range of contexts. These assessments also provide teachers with information about how pupils are achieving against pupils of a similar age nationally.

Nationally available Standardised tests for Reading and Comprehension are also implemented at least three times annually.

Adaptations and Concessions

Where possible adaptations are made to ensure every pupil can access the assessments. This includes modifying the papers themselves but also the circumstances in which they complete them. Pupils may have access to a scribe or a reader, extra time or breaks. Some pupils may complete assessments away from their class in a smaller room. These adjustments are made in conjunction with the SENDCo, Base Leaders Team Leaders and Class Teachers.

Early Years Foundation Stage

Each half-term, Early Years teachers summarise pupils progress against the statements in Development Matters and ascribe each pupil to a month band. Within each band pupils can be identified as being emerging, within and secure. Progress towards the Early Learning Goal can be measured over the time they are in Foundation Stage. Teachers input the pupil bands into Target Tracker each half term and use data and reporting systems to plan interventions and next steps during half-termly Pupil Progress and moderation events. The Early Years team achieved the Early Years Quality Mark and assessment process and procedures formed part of the judgement. Also Early Years have been externally moderated, as well as the Early Years leader training to be a moderator for other schools within the Local Authority.

Summative 'Steps' and Target Tracker

Each half-term (for pupils assessed using the Pixl Trackers) teachers use both their formative and summative assessments to identify which 'STEP' the pupils are working within. 'Steps' replaced old National Curriculum Levels and are broadly in-line with the corresponding year groups e.g. STEP 1 statements are associated with Year 1 and STEP 2 statements are associated with Year 2. However, a distinction is made between STEPS and Years as STEPS may have a broader spectrum where some pupils may be working above or below their School Year progression.

Within each STEP there are six sub steps. They are used to show progress and attainment across each band so enabling teachers to monitor a pupil's overall attainment. These steps are:

b = beginning

b+ = beginning plus

w = working within

w+ = working within plus

s = secure

s+ = secure plus

Each half-term, 'Steps' achieved are recorded by teachers in our online tracking system 'Target Tracker'. Staff within school can use Target Tracker information to monitor pupil progress over time, including disaggregating progress and attainment information different pupil groups.

Teachers attend pupil progress meetings and moderation events within and across phases each half-term and discuss individual pupil performance, planning interventions and next steps for individuals and groups within their class or phase. Where possible, Sunnyside participates in external moderation events across schools. National Summative Assessments have been moderated externally several times at Sunnyside and key members of staff within school are also trained to be external moderators themselves.

Summative percentages and iASEND

Pupils assessed as working significantly below age-related expectations are monitored using iASEND tracking systems. Teacher input data into iASEND at four points across the year – a baseline in September and then at the end of each term. Attainment and progress scores are expressed as a percentage of statements achieved. Staff are able to use these percentages to summarise pupil progress and attainment. Identifying gaps in the achievement of statements supports teachers to plan next steps in learning for their class or individuals.

Across the Curriculum

Assessment processes across the foundation subjects is currently under development. A progression of knowledge and skills has been introduced (based on Cornerstones) for each subject area. It is anticipated that using these progression documents, teachers will be able to make judgements about whether pupils are working below, at or above the expected standard in each curriculum area.

4.3 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/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- In 2020 Y4 Pupils will sit on on-screen Times Table Assessment. In 2018/2019, Sunnyside pupils will form part of the pilot for this new National Assessment.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Teachers update their Pixl trackers throughout each half term. Alongside other assessment tools, teachers make judgements about pupil attainment and record these as 'Steps' in Target Tracker. The Assistant Headteacher for Assessment and Data then uses the reporting tools in Target Tracker to create a summary of data, including a detailed breakdown of pupil groups. This is distributed amongst relevant staff and Governors. Teachers are asked to reflect on their data during Pupil Progress Meetings each half-term. Termly, data will be considered as part of individual teachers' Performance Management reviews.

In a similar way, progress against iASEND statements is collected termly and collated on the online programme. The data is summarised by the Assistant Headteacher for Special Educational Needs and is shared with relevant staff and Governors. The data informs half-termly Pupil Progress Meetings and is considered as part of termly individual Performance Management reviews.

In triangulation with other monitoring systems including observations, work scrutinties, and learning walks, data forms part of the way Senior Leaders, Governors and outside agencies judge the quality of teaching and learning across the academy. Senior Leaders and Governors use the data alongside other monitoring to inform the academy Self-Evaluation Framework (SEF) and the Academy Development Plan. Through this Senior Leaders are able to identify key areas for development and training across the academy.

6. Reporting to parents/carers

Progress and assessment information is shared with parents/carers both formally and informally in a number of ways throughout the year.

Informal Reporting to Parents:

- Discussion at the classroom door at drop-off and pick up
- Informal meetings arranged between teacher/parent at either request – recorded on CPOMS
- Home-School Communication Books for some transport pupils
- Invitations to attend celebration and award assemblies each half term
- 'Happy Hours' and learning events within school
- Information posted on the website or Twitter (anonymised or with appropriate permissions)
- Awarding achievement certificates
- Academy Newsletters or the Academy Newspaper

Formal Reporting to Parents/Carers

- Simple Termly summary reports – attendance and smiley emojis used to summarise progress and attainment
- Twice yearly Parent's/Carer's consultation events
- Formal meetings arranged with SENDCo, Teachers, Phase Leaders or other Senior Leaders
- PEP meetings for Looked After Pupils
- Annual Reviews for all Base pupils and those with an Education, Health and Care Plans.
- Annual End of Year Report
- National Standardised Summative Assessment Report for Y1 (phonics), Y2 and Y6 (End of Key Stage). It is anticipated that parent/carers will also be informed of a mark/standardised score for the new Times Table assessment when it is introduced.

7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention – in line with Sunnyside Graduated Response to SEND.

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.

8. Training

It is really important that staff have a good understanding and why and how we assess and have access to any regional or national changes in relation to assessment. Regular moderation events are held within school and across teams and staff have opportunities to attend assessment and moderation events with other schools through our partnership work with Tees Valley education and Middlesbrough Teaching and Learning hubs. In addition, the Academy has 3 moderators employed within school for Early Years, Key Stage 1 and Year 6. Staff have access to these staff for advice, guidance and expertise.

9. Roles and responsibilities

9.1 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 assessment data

9.2 Headteacher

The headteacher is responsible for:

- 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed very two years, or earlier if there are national changes to legislation. At every review, the policy will be shared with the Governing Board.

All teaching staff are expected to read and follow this policy.

The Assessment Leader, Mrs Debbie Kelly, will monitor the effectiveness of assessment practices across the school, alongside the Senior Leadership Team through:

Analysis of data

Pupil Progress Meetings

Work scrutiny and sampling for moderation

Moderation events

Learning walks

Observations

External reviews – School Improvement Partner, SEND reviews, Consultant (Jim Alexander)

11. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy and procedures
- Teaching and Learning Policy