Victoria Lane Academy

ASSESSMENT POLICY

2020- 2021

A Member of the Tudhoe Learning Trust

Overview

At Victoria Lane we believe assessment is essential to, and an integral part of effective teaching and learning. Assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress.

Summative assessment is important for accurate information regarding a pupil's attainment and progress. It informs whole school target setting and predictions of a cohort's future attainment.

Assessment at VLA will be:
- Positive
- Manageable
- Useful and used
- Consistent

Aims and Objectives
- To raise standards of attainment and achievement throughout the school
- To maintain accurate records of the progress and attainment of individual pupils and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each pupil
- To enable the active involvement of pupils in their own learning and self-assessment
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards
- To ensure that assessment and recording is an integral part of the school's performance management system.

At Victoria Lane we use a combination of formative and summative assessment as outlined below:

Formative Assessment

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve.

Formative assessments are used to:
- Identify pupil's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the pupil's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

Summative Assessment

Summative assessment is important for informing both parents and teachers of a pupil's attainment and progress. This will also inform whole school target setting and predictions of a cohort's future attainment

Summative assessments are used to:
- Identify attainment at any given point in time
- Record performance in a specific area on a specific date
- Provide age related expectation data
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness

Monitoring and evaluation

The Assessment leader and Headteacher will ensure this policy is implemented consistently throughout the school. This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school improvement plan.

Assessment – who is it for?

Teachers will know:
- Where the pupils are starting from, taking into account their prior knowledge.
- Has the class, overall, learned what was planned?
- Are all pupils making at least expected progress?
- Are pupils making sufficient progress against national expectations?
- How are pupils applying their skills, knowledge and understanding across the curriculum?

- Which pupils need more support and in which areas?
- Which pupils need more challenging work?
- Is the planning for activities, resources and staffing well targeted?
- How can the next lesson be improved?

The Headteacher, other teachers and subject leaders will know:
- Are the pupils making progress?
- Are there any problems with individual pupils or groups?
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:
- Is my child making good progress?
- Are there any issues or barriers to their learning?
- How is my child doing compared with others of the same age?
- What can I do to help?

The Tudhoe Learning Trust/LA/Government will know:
- How is the school progressing against their targets?
- What is the impact of the school development/improvement plan?
- What is the attainment, in terms of End of Key stage expectations and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

Recording

Recording will be manageable and relevant at short, medium and long-term levels. The degree of detail in the recording will depend upon whether:
- It is a core or foundation subject
- The subject is a focus for school improvement.

Short-term recording
- Teachers will use Cold Writing or a pre learning task in writing to assess the current needs of the pupils and use this information to group the pupils and move their learning forward.
- In mathematics pupils will be set a pre assessment prior to starting a new topic to allow the teacher to accurately determine a starting point for each individual pupil.
- Teachers plan daily so that pupil's learning is always being moved forward.
- Use questions to check understanding at the beginning of lessons, e.g.
    "Think of three things you can remember from our last lesson about…….."
- Make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to………"
- Use different types of questioning to enable pupils to self assess.
- Use Verbal Feedback with pupils so that they know what it is they need to improve during lessons to extend learning.

- Use a range of closed and open questions.
- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use mini-plenaries to check understanding and reinforce learning as appropriate
- Provide opportunities for pupils to review their achievements.
- Self-Assessment stickers will be used at the end of every lesson
- Provide opportunities for pupils to edit and improve their work
- Marking will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the marking policy.

Medium and Long Term Recording Arrangements
Achievement / Progress

Half termly teachers will complete:
- Pupil Recording Sheets for each pupil for Reading, Writing, and Maths
- Record the number of objectives each pupil has achieved on the Yearly Assessment Profile sheet for Reading, Writing and Maths

Assessment Leader will then…
- Record the number of objectives each child has achieved for Reading, Writing and Maths on the Yearly Objective Spreadsheet.
- From this graphs will be generated to show the progress for each class in Reading, Writing and Maths.
- Update the Progress Tracker by inputting the number of objectives achieved and highlighting the corresponding colour relating to the year group the pupil is working within.

<u>Attainment</u>

Termly teachers will complete:
- Year Group Data Overview Sheets stating where each pupil is working in terms of their year group expectations. Each pupil will be recorded as working either Below, Working Towards, Expected or Greater Depth at that point in the year. This will then be moderated with subject leaders and staff.

Assessment Leader will then…
- Check the totals of each column in the Data Overview table
- Work out the percentages for each group.
- Record the percentages on the Whole School Data Overview
- Analyse the data and complete the cohort data analysis
- Analyse the disadvantaged / SEND data
- Identify any focus groups which are in need of any interventions or boosters
- Copy the relevant data analysis onto the cohort action plans ready for the class teacher and Key Stage Leaders to complete.

Cohort Action Plans

- Class teachers and the assessment leader will complete the Cohort Action Plans together. They will analyse the data and determine which group / individual pupils need to be targeted to raise attainment.
- Booster groups or interventions will then be put in place.
- Any interventions or boosters need to be recorded on the class context sheet each time they are updated.
- Assessment Leader will then check the Cohort Action Plans.

Pupil Progress File Contents

For each year group the file will contain:
- Class Context / Profile Sheet
- Intervention recording sheet for SEN and SEN Monitor children
- Year Group Data Overview and analysis
- Cohort Action Plan
- Reading Progress Tracker
- Reading cohort progress graph
- Writing Progress Tracker
- Writing cohort progress graph
- Maths Progress Tracker
- Maths cohort progress graph

Each half term, the new data sheets and graphs will be placed in front of the previous data so the most recent is always at the front.

Date of Review: November 2020

Date of Next Review: November 2021

Signed: *J Richardson* (Head Teacher)

Signed: *D Bowes* (Chair of Governors)