

Rosemary Works Assessment Policy 2021 - 2022

1. Introduction

At Rosemary Works School we believe that 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.

We use three broad overarching forms of assessment:

- **Formative assessment**
- **Summative assessment**
- **Cognitive ability assessment**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. **It happens day-to-day and takes many forms.**

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment. **It typically occurs at the end of a topic or unit of work.**

Cognitive ability testing (CAT4) is a diagnostic assessment, designed to help students and their teachers understand how they learn and what their academic potential might. **This test takes place at the start of each academic year** and provides valuable information - enabling leaders to ensure that provision matches individual pupil's preferred learning style.

2. Aims of assessment

The primary aims of assessments are to enable:

- 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 – for pupils, cohorts and whole school progress
- 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

3. Assessment approaches

3.1 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

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 the aim.

Typical on-going methods of formative assessment include:	<ul style="list-style-type: none"> • Question and answer sessions • Targeting questions • Ongoing observations • Opportunities for pupils to make their learning visible, for example, in books, on mini-whiteboards, screens, displays • Discussions between staff working with groups of pupils • Verbal and written feedback (including live and dialogic marking) • Positive self-assessment and the integration of 'good mistakes' • Encouraging peer-assessment • 'Tapestry' online journal – regular, detailed recording and reporting of pupil progress throughout EYFS* • Learning journey scrapbook work/observations EYFS**
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* The EYFS staff use Tapestry on iPads to make formal observations of children. This information is used to assess children formatively, is shared with parents, and helps create end of term summative assessments (including baseline assessments). At all stages, if children demonstrate any concern in terms of developmental concerns or behavioral issues, they are assessed under the terms of the SEND policy.

** Learning Journeys are scrap books with exemplar pieces of work mainly done independently by the children or recorded in photographic form by the teacher. They provide key evidence in support of the profile points, which provides a record of attainment for each child.

4.2 Summative assessment

Effective 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; and to understand national expectations and assess their own performance in the broader national context (maths/english)
- **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; and in national standardised tests - to understand how pupils are performing in comparison to pupils across the country (maths/English)

Nationally standardised summative assessments

Nationally standardised summative assessments allow schools and parents to gauge the level and follow the progression of pupils in comparison with results from schools throughout the country. They are mainly used to record progress in core subjects.

They include:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Termly Phonics screening check in Year 1
- Termly NFER and NGRT/NGST assessments.

NFER (Maths), NGRT and NGST assessment calendar

Year Group	End of term 1	End of term 2	End of term 3**
1	-	-	✓
2	✓	✓	-
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	-

**Pupils' raw scores can be standardised (to compare nationally), and also age-standardised (which makes an allowance for the different ages of test takers within cohort). Children are assessed in Grammar/Punctuation from Years 3-6.*

*** Year 2 and Year 6 NFER papers unavailable in Term 3 - Rosemary Works use equivalent SATs papers to obtain standardised scores and monitor SATs results (as in-school Teaching Assessment).*

In-school summative assessments

In-school assessments are not for national comparison but are crucial in providing an understanding of a pupil's progression and level of understanding at the end of a unit or topic. These are less standardised and often informed by the specifics of a topic of study, or the recognition by a teacher of a need for review of skills, ability, understanding or progress - with a view to recording and reporting to the Senior Management Team, to Parents, and to pupils themselves. These are commonly used to help assess understanding and ability in non-core subjects, although they are also used at times to assess topics in Maths and English (for example 'Times Tables Test').

They include:

- Weekly spelling test
- Skills demonstration event (for example at the end of a PE topic)
- End-of-unit Teacher Assessment or Quiz
- Final project / portfolio submission
- Pupil or Group Presentation

In-school summative assessments are undertaken at the discretion of subject leaders and class teachers in accordance with curriculum planning.

4.3 Cognitive Ability Assessment

The Cognitive Abilities Test (CAT4) is a diagnostic assessment undertaken at the beginning of each academic year by pupils in Years 2, 3, 4, 5 and 6. It is computer based and its main purpose is to help students and their teachers understand how pupils learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

While many tests focus on a child's attainment in core subjects, CAT4 is designed to give schools a much broader, more rounded view of each child, their potential and how they learn. Results help teachers decide about the pace of learning that is right for a student and whether additional support or challenge is needed.

Tasks involve thinking about shapes and patterns (Non-Verbal Reasoning), words (Verbal Reasoning), numbers (Quantitative Reasoning) and some questions are answered by mentally generating and transforming visual images (Spatial Ability).

5. Collecting and using data

Sharing information about pupils' attainment

Information about individuals is restricted under our data protection policy to:

- School staff on a need-to-know basis, i.e., for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes

6. Reporting to parents

Using a systematic approach for informing parents of progress and giving advice on how to support learning at home

How do we report to parents?

- Whole school progress/targets - formally through annual Headteacher's presentation
- Formal, termly Parent-Teacher Consultations on pupil progress and targets
- Regular informal Parent-Teacher meetings
- Termly written pupil reports to parents on pupil progress and targets
- Termly 'Tapestry' pupil progress updates (EYFS)
- Weekly year group email from teachers to parents

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.

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. Roles and responsibilities

8.1 Directors

Directors 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

8.2 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

8.3 Teachers

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

9. Monitoring

This policy will be reviewed annually by the Headteacher and Subject Leads. At every review, the policy will be shared with Senior Management Team (SMT).

All teaching staff are expected to read and follow this policy. Training and professional development opportunities are provided to ensure the policy can be practised in full.

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

- Termly scrutiny of assessment results by Headteacher
- Termly lesson observations of Teachers and support staff
- Twice-termly exercise book/classroom display scrutiny,
- Termly pupil progress/provision mapping meetings between Headteacher and classroom teachers, during which each child in the school is considered.