

ASSESSMENT, ATTAINMENT AND ACHIEVEMENT POLICY



VANTAGE ACADEMY TRUST

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INTRODUCTION

- 1.1 Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.
- 1.2 At Vantage Multi Academy Trust (herein the 'Trust'), our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.
- 1.3 In school learning is categorised into 3 aspects: knowledge, skill and understanding and are defined as follows:
- Knowledge is something that we know is fact. It is true. Knowledge is always right or wrong.
 - A skill is something you learn at any age and with practice you will get better.
 - To develop understanding we need to use our knowledge and skills in different ways.

The knowledge, skills and understanding elements are referred to in all areas of the curriculum.

PURPOSE AND PRINCIPLES OF ASSESSMENT

- 2.1 Using the principles and processes of assessment, we aim to:
- Monitor progress and support learning.
 - Recognise the achievements of pupils.
 - Guide future planning, teaching and curriculum development.
 - Inform parents and the wider community of pupil achievement.

- Provide information to ensure continuity when the pupil changes school or year group.
- Comply with statutory requirements.

TYPES OF ASSESSMENT

3.1 There are three main forms of assessment, each with its own purpose.

3.1.1 Day to day in-school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly. For example:

- Questions and answers in class
- Marking of pupils work – verbal and written
- Use of 'fix-it' time
- Observational assessment
- Regular recaps on learning
- Scanning work

3.1.2 In-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period. For example:

- End of unit tests
- End of year exams
- Reviews for pupils with Special Educational Needs (SEN) / disabilities

3.1.3 Nationally standardised summative assessment, which is used by the government to hold schools to account. For example:

- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

3.2 The principles of assessment without levels apply to all pupils, including those with SEN and disabilities. Assessment should be inclusive of all abilities. It should be used to contribute to the early identification of children special educational needs and any requirements for support and intervention. High

expectations should apply equally to pupils with SEN and disabilities as to all other pupils.

- 3.3 The changes to the new national curriculum now provide the basis for a different, more secure assessment based on deeper learning.

EFFECTIVE ASSESMENT

- 4.1 Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:

- Home/Nursery into Reception – Baseline assessment
- Early Years to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3 (Transition documents)
- Year group to year group

- 4.2 To analyse performance in terms of cohorts or pupils as well as analysis of the progress and attainment of pupils:

- From ethnic minorities
- With special educational needs
- Gifted & talented pupils
- Gender
- With English as an additional language
- Travellers
- Asylum seekers
- Refugees
- International new arrivals
- Pupils who are looked after by the local authority

- 4.3 Assessment are enhanced by:

- Informed planning
- Effective use of the Assessment for Learning (AfL) for all curriculum as evidenced in planning, pupils' books, pupil discussion

- Pupils involvement in self-assessment
- Pupils involved in peer assessment
- Positive / specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject co-ordinators

ASSESSMENT IN THE FOUNDATION STAGE

5.1 On entry to the school, children will be assessed through the chosen baseline. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed on a regular basis to ensure that the next steps in learning are appropriately planned in order to help children make progress.

5.2 During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's on going observations and assessments in the three prime and four specific areas of learning.

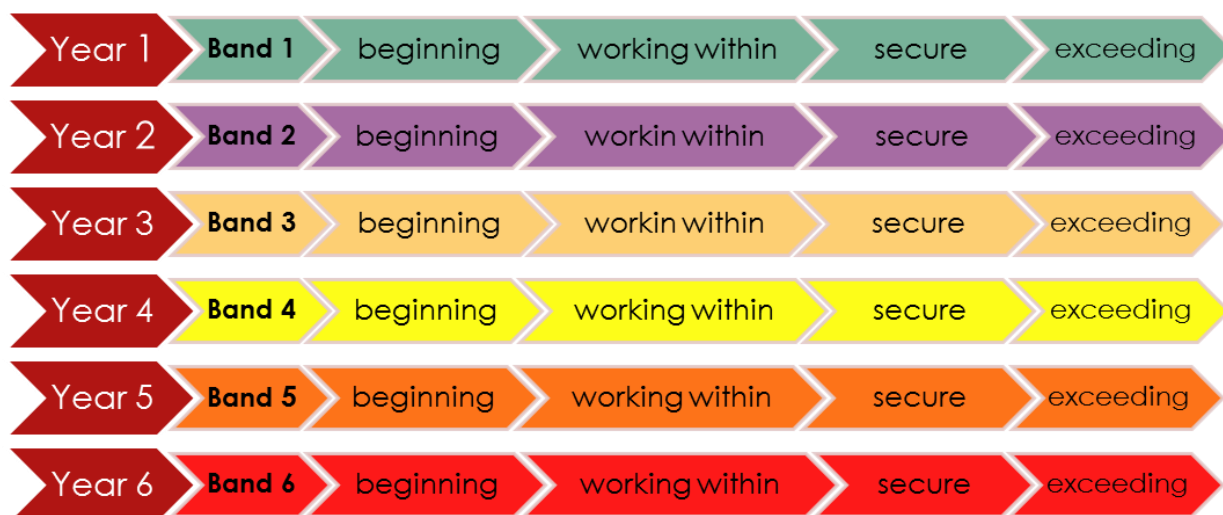
The Prime areas of learning: communication and language, physical development and personal, social and emotional development.

The specific areas of learning: literacy, mathematics, understanding the world and expressive arts and design.

NEW ASSESSMENT SYSTEM

6.1 There is a move away from the system of assessing using levels where pupils were encouraged to accelerate through the levels. The new assessment system focuses on pupils being assessed against a key list of expectations for each year group. The children are encouraged to learn in greater depth and apply their learning to a wide variety of situations. They are not accelerated through levels, instead they develop a deeper understanding and an ability to apply this understanding across other subjects and in a variety of situations.

6.2 The new assessment system will focus on bands and steps within each band. Each band relates to the year group: Band 1 – Year 1, Band 2 – Year 2, Band 3 – Year 3 etc.



6.3 Teachers have access to data via the Target Tracker database. Staff are able to analyse the data from their class as well as the cohort using the tracking system.

6.4 Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Local Advisory Board (LAB) of the school's standards and improvement through the School Principals report to the LAB.

ASSESSMENT VIA THE INTERNATIONAL PRIMARY CURRICULUM

7.1 Within each Milepost across the International Primary Curriculum (IPC), there are plentiful opportunities to assess pupil's knowledge, skills and understanding.

7.1.1 **Knowledge:** The 'know about' learning targets – can be assessed at the end of each subject component.

7.1.2 **Skills:** The 'be able to' learning targets – can be observed and assessed whilst the children are doing them.

The IPC rubrics **MUST** be used to support this part of the assessment. Pupils are assessed as - beginning, developing or mastering. The results of each assessed skill **MUST** be recorded on the IPC AfL database. Rubrics will be revisited during the course of each milepost and the learning advice that supports each rubric must be read and used to plan the next stages of learning.

- 7.1.3 **Understanding:** the ‘understand’ learning targets – can be evaluated by a judgement of observations carried out through the unit.

IPC Planning should be annotated accordingly as a result of any assessments whether formal or informal.

MONITORING AND EVALUATION

- 8.1 The assessment co-ordinator and School Principal will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers via regular and rigorous pupil progress meetings, pupils via 1-1 learning review meetings and parents/carers at Parents Conference Sessions and if required, through the informal weekly ‘drop-in’ sessions, sampling pupils’ records and reports and sampling teachers’ planning. 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 development/improvement plan.

PLANNING

- 9.1 For details of planning refer to the Teaching and Learning Policy document. The annotation and evaluation of planning should inform future weekly plans and should be reflected in lesson objectives. The IPC planning framework allows all staff within each Milepost to carefully plan in assessment opportunities through a unit of work. The assessment rubrics to be delivered through the IPC unit of work are highlighted on the Long Term Plan. There must also be a reference to the assessed rubrics on the annotated unit plan. Rubrics should be revisited during a unit and the accompanying Learning Advice used to move pupils’ learning forward.

FEEDBACK

- 10.1 The children should receive quality feedback, which allows individuals to make decisions, which will improve their work and allow them to reach their targets. Feedback will include:
- Written feedback – through marking, use of rubrics

- Oral feedback
- Peer response / assessment – use of rubrics where relevant
- Individual target setting through the 1-1 learning review meetings (at least 1 per term)

SPECIAL EDUCATIONAL NEEDS

11.1 The SENCO will arrange any necessary external assessment by the Special Needs Support teacher, support staff and class teacher. Intervention groups are identified termly as a result of formative and summative assessment and through discussions at the pupil progress meetings.

REPORTING TO PARENTS

12.1 Reports promote and provide:

- Good home / school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

12.2 A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. For the Foundation Subjects that may fall within the IPC; A, B, C grading's are used which reflect beginning, developing and mastering.

12.3 For children at the end of Key Stages 1 & 2, additional information including details of the Government National Tests will also be provided as well as results from the Y1 Phonic Screening Tests.

12.4 Parents are invited to attend a parent conference evening with the teacher during the autumn and spring terms. During the meeting, academic and social development is discussed. The child's personal target sheet is also shared and discussed at the meeting. Prior to the parent conference, the child will have met with the class teacher to discuss previous targets and reflect upon their own progress. Attitudes linked to the personal goals are also discussed. The colour code of red, green and yellow are used to

highlight areas such as attendance, school uniform etc. and shared with parents.

12.5 Parents are encouraged to bring their children to share their learning. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or School Principal at other times through the weekly 'drop-in' sessions or by making an appointment with the school office.

FURTHER READING

13.1 Other related policies:

- Assessment Overview
- Teaching & Learning Policy
- Marking Policy
- Pupil Progress Meeting Guidelines
- Learning Review Files
- AfL IPC Guidance