



Assessment Policy

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Rationale

Assessment lies at the heart of the process of promoting children's learning and in enabling the individual to attain his or her full potential. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment takes place across all learning in the short and long term. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, sexuality, race and disability.

Aims and Objectives

The school is committed to ensuring that all pupils make good progress from their respective starting points upon joining the school. Pupil performance is tracked carefully throughout their time here, in order to:

- gather information about the performance of individual pupils, groups and cohorts that is used to set targets and compare the school against local and national benchmarking data;
- inform planning, teaching and curriculum development, interventions and Person-Centred Review Plans (PCPs) for those children with SEND.
- ensure that assessment and recording are key parts of teachers' performance management system.
- review and where necessary adjust curriculum provision, and to evaluate this on a regular basis.
- let teachers, parents /carers and governors know about the schools strategic planning.
- allow pupils to show what they know and understand and what they can do in their work.
- identify next steps for pupils: know which pupils require additional support (and intervene accordingly) and know which pupils require additional challenge (and provide this).
- be aware of pupils' rates of progress and consider the reasons for this.
- measure the impact of Pupil Premium funding.

Roles and responsibilities

- The assessment leaders (SLT) have overall responsibility for assessment and monitor termly cohort data in English, Maths and Science.
- Class teachers are responsible for the assessment of the children in their class.
- Subject leaders are responsible for monitoring assessment within their subject area. From this data, they analyse strengths and weaknesses within their subject which is reported in annual subject monitoring reports
- The Governing Board are responsible for holding the Headteacher and staff to account.

Attainment and achievement

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that a pupil who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement is likely to still be positive.

Assessment at Delph

Assessment is a daily part of school life. Informal assessments, through the monitoring of children's work and understanding of concepts, are used by teachers to inform their teaching. Assessment for learning underpins our ethos, continuously promoting improvement. More formal methods of assessment such as using past statutory assessment papers, provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery which should mirror Teacher Assessments.

Effective assessment provides information to improve teaching and learning. Teachers, children and their families can work together to raise standards because there are thorough, open assessment procedures in place at school.

On-going teacher assessment is the most effective way of knowing how a child is progressing. This is done daily through the use of 'live' marking, adult guided sessions, observations and the use of questioning. In the absence of assessment 'levels', the triangulation of data, observations and pupil's work in books is used to identify the point which a child is at.

Teachers plan their lessons with clear learning objectives based on their detailed knowledge of each child. Through clear adaptation, we ensure that tasks set are appropriate to each child's level of ability.

Pupil progress in the core areas is assessed in a range of ways including:

In **Reading**, teachers will listen to children read (assessing their fluency and ability to decode new words) and question the children to ensure their understanding and interpretations of a text are developing. They will also use other techniques including drama, reading tasks and reading comprehensions. The BURT reading age assessment is used annually to monitor reading age against chronological age.

In **Writing**, teachers will consider pupils' written work in books and also their contributions to whole-class and group work. As well as in the English lesson, cross-curricular writing is a core part of the curriculum pledge and therefore teachers can assess children's ability to effectively use their writing skills in a range of contexts.

In **Maths**, 'Flashbacks' are used (White Rose SOW) to assess children's prior knowledge, understanding and ability to retain information. Teachers also assess skills and knowledge through methods such as marking written learning, questioning (especially open-ended questions) and observing practical work.

In the **Foundation Subjects**, a series of 'I can...' statements are used by staff to assess children's knowledge, understanding and ability in relation to the National Curriculum subject expectations for each Key Stage. In some subjects, a flashback approach to assess learning is also used e.g. Memory Geoggers assessment and Blast from the Past for History.

Teachers also assess skills and knowledge through methods such as marking written work, questioning (especially open-ended questions) and observing practical work.

We believe that feedback to pupils is very important as it tells them how well they have done and what they need to do next to improve their work. Pupils have many opportunities to reflect and discuss their progress. (Refer to Feedback & Marking Policy for further information.)

Supporting Pupil Progress

We analyse assessment data frequently to ensure that children make good progress that matches their potential. Teachers set targets around what a child needs to learn next.

Next Steps: feedback verbally or in books where teachers note what pupils did well and 'next steps' (how the next piece of work can be even better). Some children will be given an individual short-term next step. This acts as a target which the teacher (and often the child) recognises as a particular area to improve (e.g. to show capitals clearly; to know the 2 times table).

Statutory Assessment at Delph

Early Years Foundation Stage Assessments

On entry to Reception, all pupils complete the statutory Reception Baseline Assessment (RBA). This is completed within the first 6 weeks of every child joining the Reception Class. The RBA is used as a starting point from which a cohort-level progress measure to the end of KS2 can be created. As the RBA is still a relatively new baseline, the first progress measure will not be available until 2028 when the pupils who entered reception in the academic year 2021 to 2022, reach the end of KS2.

At the end of the academic year, the EYFS Profile summarises and describes children's attainment at the end of the Reception year. It is based on ongoing observation and assessment in three **prime areas of learning** (PSED; Physical; Communication and Language), four **specific areas of learning** (Literacy; Mathematics; Understanding the world; Expressive Arts & Design) and three **characteristics of learning** (Playing & Exploring; Active Learning; Creating & Thinking Critically).

Children's Learning Journeys celebrate and record significant developments in their stages of learning. Parents are encouraged to contribute to this ongoing assessment using Tapestry.

KS1: Year 1

At the end of Year 1, children are expected to complete a statutory Phonics Screening test. This assessment consists of reading real words and 'alien' words to ascertain a child's reading ability. This is reported to parents. Teacher assessment is reported termly and forms the end of year assessment. Any children who do not meet the pass threshold for the phonics screening check, are required to retake it at the end of year 2.

KS2: Year 4

Year 4 pupils are expected to complete a statutory Multiplication Tables Check (MTC). The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It is intended to help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

KS2: Year 6

Statutory end of key stage assessments (SATs) are used to assess children's progress in Reading, Spelling Grammar and Punctuation (SPaG) and Maths. Writing levels are based on teacher assessment alone. Every four years, writing is moderated by the Local Authority's representatives to check for accuracy and consistency.

Reporting to Parents and Carers

Each term, there is an opportunity for parents to make an appointment at Parent-Teacher meetings to speak to their child's class teacher to look at work in exercise books/learning journeys, and to discuss current progress and next steps. However, parents are actively encouraged to speak with Class Teachers 'as and when' rather than wait for a Parent-Teacher appointment.

Parents and carers receive a summative report in the summer term. Statutory assessment data is also shared with staff, pupils, parents/carers, the Governing Board, the LA and external agencies.

Assessment Data

Pupil progress is tracked from Reception to Year 6. Specific data is requested by the SLT on a termly basis. The data may include: Teacher Assessment based on where a child is working in relation to End of Year Expectations, intervention progress data, test assessment data, reading age data or work in a pupil's book.

This data is analysed by SLT and where required, additional interventions are put into place to support specific cohorts and/or groups of children. The Governing Board Standards and Curriculum Committee meet termly and discuss the school's current data and end of year projections. All Governors are invited into school each term to observe learning in action through a Governor Workshop where a key area can be seen in action across school (e.g. English, Maths, Science, the school Vision, Extra-Curricular provision etc.).

Further details on the annual assessment cycle can be found in the Appendix 1.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for The Assessment Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. SEND/PP Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored within locked office cupboards during statutory test timelines. Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.



Delph Assessment / Data Collection Summary



Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
SCHOOL COLLECTION					
TEACHER ASSESSMENT: Ongoing monitoring of pupil progress towards Age Related Expectations (ARE) / PIVATS and End of Year (EOY) objectives.					
Reception Baseline Assessment (YR)	Class Data Tracking Updated SLT Monitoring		Class Data Tracking Updated SLT Monitoring		Class Data Tracking Updated SLT Monitoring
Meet The Teacher Welcome Evening YR-6	Test V TA DATA (Y6) Phonic Screening (Y1&2)		Test V TA DATA (Y6) Phonic Screening (Y1&2)	Y6 SATs	Phonic Screening (Y1&2) MTC (Y4) BURT Reading Age Assessment (YR-5)
SEND Intervention Records: Next steps set as required but at least termly . Assess, Plan, Do, Review Cycle. Pupil Monitoring Maps updated / PP Maps Updated					
REPORTING TO PARENTS					
	Parent-Teacher Meetings Pre-School – Y6		Parent-Teacher Meetings Pre-School – Y6		EOY School Report (PT Meetings if requested)
SEND: Person Centred Reviews (termly) ASSESS, PLAN, DO, REVIEW: NEXT STEPS AT LEAST TERMLY					

APPENDIX 1