

TSM

TRIMLEY ST.
MARTIN

Assessment Policy

Updated September 2022

TSM Assessment Policy

1. The principles and aims of assessment

TSM purposes and principles of assessment

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning at Trimley St Martin Primary School. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. At Trimley St Martin Primary School, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

The TSM Assessment process has 3 clear aims:

a) Clarity for pupils, parents and carers

We use our assessment systems to support informative and productive conversations with pupils and parents. Our clear assessment process enables pupils to take more responsibility for their achievements by encouraging them to reflect on their own progress, understand what their strengths are and identify what they need to do to improve very easily. Making sure that our assessment is linked to the content of the school's curriculum will allow for communications with parents to provide a clear sense of how to support their children to build and consolidate learning. We will be able to pinpoint the areas that pupils are struggling with.

b) Support for pupils

We focus on providing pupils with feedback which highlights the aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps. Using a range of formative assessment methods allows our teachers to tailor their assessments to the underpinning knowledge and skills being taught.

c) Teacher workload

At Trimley St Martin we want teachers to build their confidence in using a range of formative assessment techniques without the burden of unnecessary recording and tracking.

Purpose

At Trimley St Martin Primary School we believe that we are assessing the children for two key purposes:

- (a) To identify strengths in subject areas and to identify gaps in learning which can then be planned for and addressed.
- (b) To ensure children are meeting and achieving the expected standard and that they are making good progress whilst being in the school.

We want the process to be simple and effective. This school believes that the above two principles are the only reasons for assessment within the school and therefore will ensure that its time and energy will only be spent working towards them. The school will not produce masses of data for the sake of producing masses of data.

The Assessment Process

Our assessment will enable the school to measure how secure children are with regards to working at the standard expected for their age. Our assessment process will also enable us to identify the children who are secure in the year group expectations and those who are working at greater depth.

Our assessment system aims to alert the teacher to the areas in which a child is secure but also highlight areas of the curriculum that need further support, re-teaching or consolidation.

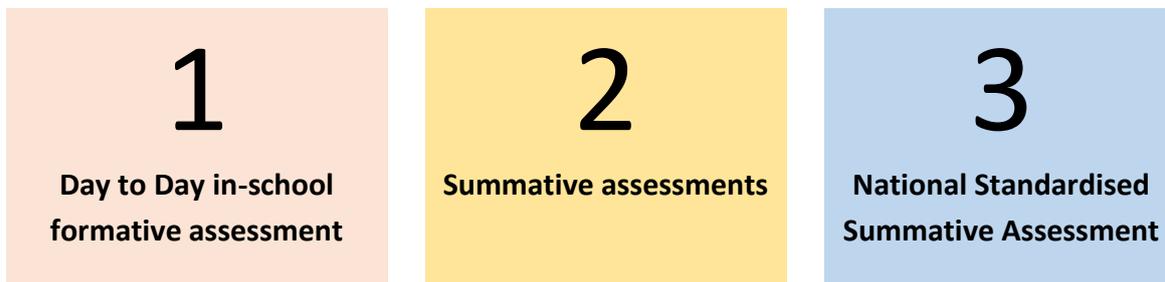
Each half term, teachers will record how many of the year group expectations a child is secure in. The school believes that if a child is secure in **95% - 100%** of the expectations then they are in fact classed as achieving the expected standard for their age. This information will be added to our tracking system, which will allow the school to see the following:

- The children are likely to exceed the year group expectation- Secure+ / Greater Depth)
- The children who are on-track / likely to achieve the national expectation - SECURE
- The children who are unlikely to achieve the national expectation- Beginning (+) / Working Within (+)

After each term, our tracking system will enable the school to identify those who are making good progress towards achieving the national expectation, those who are making rapid progress and those who are making slower progress.

Types of Assessment

Trimley St Martin will use different types of assessment to achieve its two key purposes:



→ Day-to-day in-school formative assessment:

- *Question and answer during class*
- *Marking and feedback of pupils' work*
- *Self-assessment and peer-assessment*
- *Discussions and conversations*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development - Work recorded in the exercise books*
- *Flash forward/ Flash back and Exit Card activities*
- *Homework activities*

Benefits for pupils:

- + Helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

Benefits For parents:

- + When teachers meet with parents in-school formative assessments can help us to provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. It helps us to show the parents that we really understand what it is that their child is good at and what they need to work on.

For teachers:

- + In-school formative assessment should be a major part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to

evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

- + If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. This for the school is the most important element of assessment. Numbers, facts, percentages are methods used to prove our worth – good formative assessment which the teacher uses to address gaps is far more important.

Formative Assessment in practice

Q - What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- *whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*
- *whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.*
- *whether they can apply their learning or answer a test style question.*

Q - How will I share the information from this to the pupils in a way that helps them to understand what they need to do to improve?

- *Through quality marking and next steps*
- *Through quality verbal feedback in lessons*
- *Through completion of the Learning Objective/Success Criteria sheets*
- *Through completion of the End of Unit sheets*

Q - How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- *building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*
- *where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.*

Q - How will I ensure my approaches to assessment are suitable to all abilities?

- *find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.*

- *Remove some of the barriers preventing a child showing they understand e.g use a scribe for reading comprehension questions or a reader in a maths test.*

Q - How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *identifying which pupils to target for additional support or which areas of the topic to recap.*
- *Plan to tackle a particular area of the curriculum in a different way.*
- *Use the gaps analysis tool on Target Tracker to identify topics which you are teaching successfully and those where the children often struggle.*

Q- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *assess whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*
- *teach during booster/intervention groups.*
- *use pre teaching groups to fill the gap before the child reaches the lesson.*
- *provide opportunities for exploring a concept in greater depth before moving on to new work.*

Q- Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher, pupil, parent or carer and keep it simple.*

→ **Day-to-day in-school summative assessment:**

- *Informal End of Unit Maths Expectation tests (White Rose)*
- *Timetables tests*
- *Independent writing tasks*
- *Reviews for pupils with SEN and disabilities*
- *END OF YEAR SUMMATIVE ASSESSMENT*

Benefits For pupils:

- + In-school summative assessment provides pupils with information about 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 continue to improve. At Trimley St Martin, we use this information to give us a **snap shot** of a

pupil's ability on a particular occasion. Evidence from summative assessment can be used by teachers to secure a judgment in a particular year group expectation.

For parents:

- + In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a year. Although the school believe that summative assessment is useful we believe that a combination of summative and formative assessment is much more valuable in understanding whether a child is secure with a particular year group expectation.

For teachers:

- + Our in-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

- + In-school summative assessment enables our school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative Assessment in practice

1. Who will use the information provided by this assessment?

- *the teacher responsible for these pupils the following year*
- *the current teacher to identify which topics to add greater focus to in the coming year*
- *senior leaders for reviewing the curriculum and making strategic decisions about where the school should focus its provision*
- *for reporting to parents.*

2. Will it give them the information they need for their purposes?

- *The information will show... how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.*
- *areas to focus on in this year before moving on to addressing new year group objectives.*
- *where to target additional support.*
- *useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. How will it be used to support broader progress, attainment and outcomes for the pupils?

- *The information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve positive outcomes.*

4. How should the assessment outcomes be communicated to pupils and parents to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

- *This information will be shared as part of termly reports and the end of year report, so that attainment marks are supported by a wider context of the child's progress and understanding. NOT JUST A TEST MARK!*

5. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress and attainment?

- *Assessment outcomes will be recorded in a similar way to teacher assessments. The school will track a child's progress across the school to make judgements about its provision. Eg if a child is secure in Year R, they should **at least** be secure by the end of year 2 and the end of year 6.*

→ **Nationally standardised summative assessment:**

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum Multiplication tests at the end of Year 4*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *National Curriculum Phonics Screening tests at the end of Year 1*
- *Early Years Baseline*

Benefits for pupils and parents:

- + Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:

- + Nationally standardised summative assessment will also provide parents with information on how the school is performing in comparison to schools nationally.

This will enable parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

- + Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

- + Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Why TSM believes in using a range of assessment methods

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Our teachers are aware of any potential bias in their assessments of pupils and the school will make conscious efforts to guard against it. E.g. Teacher Assessment information will be recorded before completing the End of Year Summative test.

2. Arrangements for the governance, management and evaluation of assessment

Responsibility for the Assessment Policy

The responsibility of the Assessment Policy is held by:

1. The Head teacher and Assessment Lead – Mrs Ross
2. The SLT – Mrs Matthews and Mrs MacFarlane

These members of staff are responsible for ensuring its implementation and monitoring.

Monitoring of the Policy

The effectiveness of the policy will be monitored by the Head teacher and the governors within the school.

Moderation

The Head teacher and SLT will also moderate assessments within the school by:

- ✓ Scrutinising the LO/SC sheets / independent writing tasks and the work produced in the exercise books or evidence from summative assessments
- ✓ Discussing targets/objectives with pupils and discussing their learning
- ✓ Checking to see that where a teacher has signed off a target as being secure that there is adequate evidence in place to show that this is indeed the case.

School moderation will take place on a termly basis before information is transferred to Target Tracker and before writing into children's reports.

Sharing Progress Information with Parents

Each term, Parents will receive a personalised Pupil Progress Report for their child.

ATTAINMENT – the current ability your child is working at

By the end of year, the aim is for all children to have achieved at least EXPECTED and working at Secure.

Some children may achieve more than the expected amount of objectives these children will be working at Secure + / Greater Depth.

A few children may still be making progress towards the expected range and therefore will be working at Beginning (+) / Working Within (+).

To indicate the current attainment, the class teacher uses the tracking system to show the targets began and achieved. This will allow parents to see:

- a) The attainment achieved at any particularly point throughout the academic year.
- b) What else they need to learn or improve to be working within the EXPECTED / Secure range.
- c) The rate of progress the child is making*.

PROGRESS – the pace at which your child is achieving the year group expectations.

Year group		Attainment	Progress	Attendance	Behaviour	Homework
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Your child's attainment this year in Reading, Writing and Maths:			
Subject	Beginning of the academic Year	End of Year Target	End of Year Result
Reading
Writing
Maths

Your child's progress this year in Reading, Writing and Maths:			
Learning Goals	How to measure progress	How to measure progress	How to measure progress
Reading
Writing
Mathematics

Phonic Screening Test			
Phonics	Attainment	Progress	Score
Phonics

Preparation for Learning:			
Attendance	Behaviour	ESAT	Homework
Attendance
Behaviour
ESAT
Homework

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale.

Throughout a year children need to have gained 6 points to be making at least expected progress (5 points in Reception). Where children make less than 6 points, they are not making expected progress and where children make more than 6 points, they are making rapid or exceeding progress.

		Average of Displayed Subjects				Reading			Writing			Mathematics		
	No.	%	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress	Yr5 Sum2	Yr6 Sum2	Progress
All Pupils	25	100.0	63.0	70.0	7.0	63.5	70.4	6.9	62.5	69.7	7.2	63.0	69.9	6.9
Males	9	36.0	61.2	68.4	7.2	62.0	68.8	6.8	60.1	67.8	7.7	61.6	68.6	7.0
Females	16	64.0	64.0	70.9	6.9	64.3	71.3	7.0	63.9	70.8	6.9	63.8	70.6	6.8
FSM	2	8.0	63.5	71.0	7.5	64.0	71.0	7.0	62.5	71.0	8.5	64.0	71.0	7.0
Not FSM	23	92.0	62.9	69.9	7.0	63.4	70.3	6.9	62.5	69.6	7.1	62.9	69.8	6.9
Pupil Premium	3	12.0	63.7	71.0	7.3	64.0	71.0	7.0	63.0	71.0	8.0	64.0	71.0	7.0
Not Pupil Premium	22	88.0	62.9	69.8	6.9	63.4	70.3	6.9	62.5	69.5	7.0	62.8	69.7	6.9
SEN Support	3	12.0	61.9	69.4	7.5	62.7	70.3	7.6	62.0	69.0	7.0	61.0	69.0	8.0
Education, health and care plan	1	4.0	46.3	55.3	9.0	47.0	56.0	9.0	44.0	54.0	10.0	48.0	56.0	8.0
Not SEN	21	84.0	63.9	70.8	6.9	64.4	71.1	6.7	63.5	70.5	7.0	64.0	70.7	6.7

Information to be shared with Governors

Every term, Governors meet with an assigned class teacher to discuss pupil attainment and progress. This information is then shared at a termly governor and Headteacher meeting, where the information is discussed and the headteacher answers questions to address issues or provide information on school improvement.

ANALYSIS OF ATTAINMENT & PROGRESS Autumn

Analysis of Attainment & Progress AUTUMN TERM Years 1 & 2

- | Emerging | | | | | | Expected (ELG) | | | | | |
|----------|---|---|----|---|---|----------------|---|---|----|---|---|
| Rd | W | M | Rd | W | M | Rd | W | M | Rd | W | M |
| % | % | % | % | % | % | % | % | % | % | % | % |
- | Pre Reception- ELG Below | | | ELG Beginning Below | | |
|--------------------------|---|----|---------------------|---|----|
| Rd | W | Ma | Rd | W | Ma |
| % | % | % | % | % | % |
- | ELG Beginning+ Below | | | ELG Working Within Below | | | ELG Working Within + Below | | |
|----------------------|---|----|--------------------------|---|----|----------------------------|---|----|
| Rd | W | Ma | Rd | W | Ma | Rd | W | Ma |
| % | % | % | % | % | % | % | % | % |
- | At Least Expected | | |
|-------------------|---|----|
| Rd | W | Ma |
| % | % | % |
- | | |
|--|-----------------------|
| Children not completing minimum 15 reading | Letters sent? Repeat? |
| | |
- | | |
|---|--------------------|
| Children at risk of not meeting expectations by the end of the year | Action being taken |
| | |
- | | |
|--|-----------------------|
| Children not completing Phonics reading/homework | Letters sent? Repeat? |
| | |
- | | |
|---|---------------|
| Number of Pupil Premium Children in class | Any concerns? |
| | |
- | Autumn Data | | | Summer 2 to Autumn 1 | | | | Expected Progress= 1 | | | | |
|-------------|------|------|----------------------|------|------|------|----------------------|------|------|------|------|
| Reading | | | Writing | | | | Maths | | | | |
| All | PP | SEN | All | PP | SEN | All | PP | SEN | All | PP | SEN |
| EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP | EHCP |
- | Y2 National Attainment 2020 (P/W/M- 65%/60-11%) | | | | | | | | |
|---|---|----|----------|---|----|-----------|---|----|
| Emerging | | | Expected | | | Exceeding | | |
| Rd | W | Ma | Rd | W | Ma | Rd | W | Ma |
| % | % | % | % | % | % | % | % | % |
- | |
|----------------------------------|
| Peer Attenders or Late arrivals? |
| |
- | |
|---|
| Teacher to share book of LA, MA, HA to explain to the Governor the progress that has been made since arriving in the class. Tick. |
| LA <input type="checkbox"/> MA <input type="checkbox"/> HA <input type="checkbox"/> |