



ASSESSMENT POLICY

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Staff:	Headteacher
Notes:	Trust School Mandated Policy
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Headteacher: Mrs Kate Collins

a member of



Learning Partners
academy trust

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

- To provide information about children of all abilities; including children who have Special Educational Needs (SEND), about their knowledge and understanding of a topic, concept or skill
- To communicate to children and their families, to help them understand what to do to improve
- To inform planning for all future lessons: how to improve, adapt and target teaching
- To fill gaps in knowledge and understanding and to enrich when learning is secure
- To ensure high standards of teaching and learning that compare favourably with national expectations
- To support an aspirational school culture
- To share reliable and clear information to parents, Governors and all relevant stakeholders.

Assessment approaches

At Sandfield we see assessment as an integral part of teaching and learning, and it is linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school 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 learning opportunities
- Teachers set clear learning objectives, so children know what they are being asked to learn and why
- Three-way feedback, child, peer, teacher with clearly defined next steps, so pupils can identify areas of improvement. Verbal feedback is key. (refer to Sandfield's Feedback and Marking Policy)
- Regular work scrutiny and moderation (both internal and external) to benchmark pupil's work
- Subject leaders analyse progress across the school through work scrutiny and pupil voice, teacher dialogue and reporting back to teachers, Headteacher and Governors.

4.2 In-school summative assessment

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment.

Summative assessment includes:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Year 1: Phonics Screening Check (June)
- Years 1 – 6 PIRA (Progress in Reading Assessment) Termly Assessment
- Year 1 – 6 PUMA (Progress in Understanding Mathematics Assessment) Termly Assessment
- Year 4 – multiplication table check (MTC) (June)
- End of KS1 (Year 2) and end of KS2 (Year 6) Statutory Assessment Tests (SATs) (May).

Effective summative assessments enable:

- **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
- **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

4.3 Nationally standardised summative assessment

Nationally standardised 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 understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

5. Collecting and using data

Teachers, alongside the headteacher or deputy headteacher, analyses each pupil's data: formative, historic, Pira, Puma and Fischer Family Trust – FFT, and then are able to track children's progress through setting a baseline at the beginning of each academic year and giving an end of year prediction score (EOY). A baseline and end of year prediction score is given for reading, writing and maths for each pupil. Scores given are based on the Sandfield Tracking System.



	autumn			spring			summer		
	towards	expected	exceeding	towards	expected	exceeding	towards	expected	exceeding
Reception	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
1	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
4	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9
5	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9
6	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9

This progress data is stored on year group mark sheets on Sims. Reports can then be pulled which show attainment and progress data for different groups of children across the year and school.

Pupil Progress meetings are held every term to set baselines, and then to analyse progress moving forward each term. Focus is given on PP + SEND pupils, as well as pupils who are yet to make expected progress. Actions are set for each pupil and then monitored and reviewed in subsequent meetings. Where concerns are identified, the SENCO is involved and actions set, to enable that pupil to make progress.

6. Reporting to parents

Parents are invited to discuss their child’s progress in the autumn and spring term. Strengths and areas of development for each pupil are shared during these meetings. The different ways families can support at home are suggested, as well as discussing the use of the home learning platforms, Seesaw to support this.

At the end of the summer term, families receive an end of year report, which contains the pupil’s comment first, referring to their thoughts about the things they are good at and things they would like to improve. This is followed by a teacher’s comment reflecting each pupil’s attitude to learning, achievements, behaviour and relationships with others, which is then endorsed by a senior leader’s comment.

Year Group expectations for each subject are then explained and a teacher judgement is given for each pupil as to whether they are working below, working towards, working at or working at greater depth in relation to the end of year expectations. Teacher judgements are also shown for effort and progress for each subject. Targets for reading, writing and maths are also written for each pupil.

Parents are then invited in to discuss this report before the end of the summer term.

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. Training

All teachers are given training on how to use the Sandfield Tracking System on Sims as well as using Fischer Family Trust as a tool for setting end of year expectations.

All teachers take part in moderation activities both in-school and with other schools within the Trust. Staff meetings are also used for work scrutinies across subjects so progress and continuity of skills and knowledge are discussed across the school.

Staff are also given training appropriate to their CPD needs: phonics, EYFS profile, subject related and also for Year 2 + 6 staff to work with other colleagues to understand the national testing procedures and to moderate writing.

Any latest developments in assessment processes are shared in staff meetings.

9. Roles and responsibilities

9.1 Governors

Governors 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

9.2 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed by the headteacher and shared with the governing board for ratification.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

11. Assessment during school closures

Please refer to the Sandfield Remote Learning Offer on the Sandfield website. This offer references feedback to all pupils and quality assurance of processes and systems in place.

<https://sandfield.surrey.sch.uk/remote-learning-offer/>

