

Assessment Policy

Introduction

This policy outlines the purpose, nature and management of assessment across the West Somerset Academy Trust (WSAT).

Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative and summative assessment is an essential part of teaching and learning. Using both will guarantee a whole Trust approach to the provision of excellent education for all children

The aims are that:

- all members of the Trust Board, LGB, CEO and teaching staff are aware of children's attainment and progress.
- the WSAT is able to identify areas to develop across all schools ensuring that all children make good progress, from their starting points.
- the difference in attainment between disadvantaged and non-disadvantaged children diminishes.
- the attainment gap between vulnerable and non-vulnerable groups diminishes

Roles and Responsibilities

The overall responsibility for assessment belongs to the West Somerset Academies Trust. This responsibility has been delegated to the Headteachers in each school within the Trust.

The CEO, the Trustees and Local Governing Body are responsible for monitoring summative assessment across the schools and to challenge when necessary.

The Head Teachers and Local Governing Bodies are responsible for monitoring assessment across their individual schools ensuring that standards continue to improve and all children have the best possible outcomes.

Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject.

Implementation

Assessment is a daily part of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupils' progress and ensure a rigorous approach to matching the curriculum to the child.

The purposes of assessment are:

- to be formative, providing information for the teacher to explain the next steps in the children's learning and support children identifying their own next steps;
 - to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
 - to be summative, providing a snapshot of each child's achievement – these will be reported to parents;
 - to be evaluative, allowing the school and individual teachers to evaluate how effective the learning is
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- to inform the children to enable them to develop their learning

Types of Assessment

National Assessment

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Baseline Assessment

In 2020 it will become a statutory requirement for schools to conduct a Baseline Assessment on children in Reception. Within our Trust we already conduct Baseline assessments across our Reception Classes. These happen approximately 4 – 6 weeks after the children have started. We use this as baseline data to measure each child's progress throughout their school career up until the end of year 6.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

West Somerset Academies Trust Summative Assessment

All schools within the Trust participate in agreed summative assessment. This helps all members of the Trust evaluate children's learning and the impact of teaching. The standardised assessments start in Year 3 and are completed annually until children leave the middle school at Year 8.

- Reading Assessment – NFER reading assessment at the end of each full term
- Maths Assessment – Star Maths or White Rose assessment at the end of each full term
- Progress tests in English and mathematics annually to be taken in June across the Trust
- Cognitive ability tests annually to be taken in June across the Trust
- PASS is to be conducted annually in June across the Trust

Standardised assessments are reported to CEO and LGB on a termly basis. Teacher assessments are no longer to be reported.

Individual Schools Formative Assessment

Each school uses teacher assessment to inform planning and pupil progress meetings to ensure that every child's learning needs are catered for.

Teacher assessment in each school is validated by:

- Annual Trust moderation meetings
- Termly 'in school' moderation meetings

Early Years, end of Key Stage 1 and end of Key Stage 2 are also externally moderated biannually

Teacher Assessment is bespoke to each school. It is the role of the Headteacher to ensure that assessment is consistent and accurate across the school. Where there are anomalies it is the role of the Headteacher and local governing body to investigate the reason why.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or tests/teacher assessments from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

JD June 2018

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