



Be part of the family

The Regis Academy

Version 1.2

Assessment Policy

Date	January 2022
Date of Review	August 2023
Approved By	A Pincher

Change of Record		
Version	Date	Description
Version 1.2	January 2022	Adaptions following pre-opening assessment meeting – e.g. type of baseline assessment. Adaptions following Term 1 review.

Rationale

Assessment forms an integral part of effective teaching and learning, allowing children to achieve their true potential.

Aims

1. To gather information about the performance of individual children, groups and cohorts of children in order to inform target setting.
2. To provide information to inform the school's strategic planning.
3. To gather information to inform teachers' planning.
4. To track progress of individuals and groups.
5. To allow children to be involved in their own learning.
6. To inform the Governing Body of the school's standards and achievement and trends of performance.
7. To provide regular information for parents that enable them to support their child's learning.
8. To use a variety of assessment tools to assess each child (Assessment, Recording and Reporting), such as NFER, Salford, The Write Stuff, VIPERS, CGP and White Rose.
9. Assessment may take many forms and range from informal day-to-day teacher assessment to the formal processes involved with end of key stage assessments. Assessments may be formative (assessment for) or summative (assessment of).

Effective assessment:

- ✓ Effective Assessment offers all children an opportunity to show what they know, understand and can do to improve.
- ✓ Enables teachers to plan more effectively.
- ✓ Helps parents to be involved in their children's progress.
- ✓ Provides the school with the information needed to evaluate work and to set suitable targets.
- ✓ Planning for Assessment Lessons are planned with clear learning objectives which are shared with pupils, keywords discussed.
- ✓ Pupils are involved in developing meaningful success criteria.
- ✓ We strive to ensure that all tasks set are appropriate to each child's level of ability.
- ✓ Our lesson plans make clear the expected outcomes for each lesson.
- ✓ We use summative assessments and a range of AFL strategies in the assessment process.

We make a note of those individual children who are "Ready, Respectful, Safe" These words reflect our ambition, drive and belief that EVERYONE at The Regis Academy can fulfil their true potential in all aspects of their learning, not simply achieving the expected level for the lesson, and we use this information when planning for the next lesson.

Target Setting

Every school is required by law to set targets in Mathematics and Literacy each year for those pupils who are in Year 6. When pupils are referred, we ask their school for the most up to date assessment data.

- ✓ All children will complete initial assessments within their first two weeks at the academy using the NFER assessment tool.
- ✓ We set targets in Mathematics and Literacy for all our children during each academic year. We discuss individual targets and communicate these to parents/carers.
- ✓ We monitor the progress of each child at termly pupil progress meetings conducted by the Head of Centre and class teachers. We also set targets for other areas of learning in school. We encourage the children to set targets that are linked to their individual working habits.
- ✓ Children will be identified at Working Towards, Working At or Working Above their target.

Special Educational Needs (SEN)

- ✓ The Teacher with SEND responsibilities will liaise with all concerned to ensure information on individual children with educational needs supports their learning journey.
- ✓ SEND plans for all children are put in place.

Equal Opportunities

The Assessment Policy and guidelines encourage the practice of inclusion for all and should be read alongside our Equality & Inclusion Policy.

Governors

The Governor responsible for curriculum is fully informed of the Assessment and Moderation process and regularly updated on policy developments and initiatives. Any significant changes are agreed with them.

Termly Assessment

- ✓ It is essential that the progress pupils make is closely monitored during the time the pupil is with us.
- ✓ These assessments enable a half termly analysis of pupil performance data and allow question level analysis and subsequent timely, targeted action to take place.

Guidelines-Feedback to pupils

- ✓ 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 in order to improve their work.
- ✓ We have an agreed code for marking, as this ensures consistency and standards are maintained. (Refer to Marking Policy).
- ✓ At school we recognise the importance of assessment (both summative and formative) and how it can be used to develop children's learning.

Formative Assessment

As a newly established school we have decided to follow a system being used by other schools in a local trust. We feel this will provide our teachers with confidence and will strongly support in the moderation of assessment process.

The system works as follows: If your child is in year 3 at the Autumn 1 assessment point they should achieve a 3.1. Your child may also begin the year as a 3.0 which means they are working on year 3 content but have not yet demonstrated knowledge of sufficient skills to be a 3.1. As they move into the second part of the autumn term they should achieve a 3.2 and so on until they reach the end of year 3 and they achieve a 3.6 which means they have made expected progress in that particular subject and have acquired all the skills and information required of a year 3 child in that subject. However you may find that your child exceeds the year 3 curriculum and is being taught a mastery curriculum and they are working at a 3.7 which tells you that your child is working at greater depth within the year 3 curriculum.

For each year group each subject is set out with a series of key skills and knowledge. The amount of skills and knowledge varies from subject to subject and changes for each year group. For example there may be 12 skills, and areas of knowledge, to cover in Geography for a year 2 child. So each half term they are expected, as a minimum expectation, to acquire and master 2 new skills or gain knowledge about a specified area. Then by the end of the year they will have covered all 12 areas of learning and will be deemed a 2.6. For those children who fail to acquire all the skills and knowledge set out in our curriculum they may finish Year 2 as a 2.4. When this child moves to Year 3 the teacher will still need the child to acquire the skills set out in year 2 in order for them to build upon these skills and knowledge the year 3 curriculum brings.

Key to children's development at School is the day-to-day assessment strategies used by teachers and children themselves. These include:

- ✓ Lesson objectives and success criteria are shared at the beginning of lessons with the children and referred to throughout the lessons.
- ✓ Positive / specific verbal and written feedback
- ✓ AFL strategies form an integral part of classroom practices.
- ✓ Parents / carers are pro-active in their children's learning.

Summative Assessment

- ✓ Assessment evidence is collected through observation of general class practice, recorded as handwritten or electronic annotations, observational sheets and photographs.
- ✓ Pupil learning journeys are captured through professional dialogue and recorded on child story sheets termly.
- ✓ KS2 – Teacher assessment and SATs at Year 6 (these are most likely to be completed at the initial referring school)
- ✓ Non-statutory tests at Y3, Y4, Y5: Teachers use information from these assessments alongside their own teacher assessments to submit data into the school's tracking system.

- ✓ Writing: Teacher assessment is supported by writing framework grids and The Write Stuff. An assessment task will be completed each half term (The Big Write) This will be kept in an individual pupil file and handed up to the next class as the child moves through the school
- ✓ Reading: Teacher assessment, NFER Reading and Comprehension Tests once a term, Salford Reading Tests
- ✓ Speaking and Listening: Teacher assessment, observation.
- ✓ Maths: NC Assessment Frameworks /guidelines, White Rose unit assessment, teacher assessment.
- ✓ Science: NC Assessment Frameworks /guidelines, CGP unit assessment

Moderation

- ✓ All teachers collect examples of children's work within their subject area.
- ✓ Staff use the national exemplification materials to make judgments about the levels of the children's work.
- ✓ Regular internal and external moderation meetings ensure that all staff have a common understanding of standards and make consistent judgments regarding national curriculum levels.

Recording and Reporting

- ✓ Teachers use assessment information to inform future planning.
- ✓ Termly reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for Literacy and Mathematics, in addition to general targets.
- ✓ In Year 6 we also provide details of the levels achieved in the national assessments. If participating with LA then all data will be shared accordingly. Parent Consultation Meetings are held each term in order to keep parents full involved.

Class Trackers

- ✓ A record of every pupil's academic performance will be kept on the school's electronic tracking system.
- ✓ A picture of the pupil's progress over time and their rate of progress, can be established. This is used alongside teachers' day to day assessments of pupils to inform action planning and identify necessary interventions.

Monitoring and Evaluation

The Head of Centre and school quality performance partner will ensure the policy is implemented consistently throughout the school via:

- ✓ Discussion with teachers, children and parents / carers
- ✓ Sampling teacher's planning
- ✓ Lesson observations
- ✓ Work scrutiny
- ✓ Tracking children's progress
- ✓ Sampling children's records and reports.