



*'Learning from Each Other' -
'Achieving Together'*

Assessment Policy

Date: **Summer 2017**

Person(s) Responsible for Policy: **Head**

Committee Responsible: **C & S**

Term of Review: **Summer 2018**

1. Introduction

At Swindon Village Primary School we recognise the importance of high quality assessment in the provision of excellent learning opportunities.

Across the school, assessment is closely linked to curriculum, teaching, tracking and monitoring of pupil attainment and so is a vital element of the work we undertake.

These principles set out our approaches to assessment, particularly in the light of the removal of National Curriculum Levels from statutory assessment. They provide staff, governors, parents and other interested parties with an overview of how we approach assessment at Swindon Village.

2. Why do we assess?

Assessment serves many purposes, but the main purpose of assessment at Swindon Village is simply to help teachers, parents and pupils identify what children can and cannot do and plan for next steps in learning.

3. Principles of Assessment at Swindon Village Primary School

The following outlines our Assessment Principles and how they relate to different members of the Swindon Village Primary School community:

Assessment Principle	SVPS	Parents	Pupils
a) Assessment is at the heart of teaching and learning	<ul style="list-style-type: none">✓ Assessment provides evidence to guide teaching and learning.✓ Assessment provides the opportunity for pupils to demonstrate and review their progress.✓ Assessment provides opportunities to ensure teaching meets the needs of all learners.	<ul style="list-style-type: none">✓ Your child's assessments are used to shape their daily learning.✓ Your child's assessments are used to inform their next steps.✓ Your child's assessments allow them to demonstrate and review their progress.	<ul style="list-style-type: none">✓ I am able to see the progress I have made in my learning.✓ I know my strengths and understand my next steps. I have an opportunity to reflect on my assessments and make changes if appropriate.✓ I know what I can do and what I need to do next.
b) Assessment is fair	<ul style="list-style-type: none">✓ Assessment is inclusive.✓ Assessment is free from bias.	<ul style="list-style-type: none">✓ Your child's progress is assessed according to their individual needs.✓ Your child is valued and assessed as an individual.	<ul style="list-style-type: none">✓ I am given the opportunity to develop my own learning style.✓ I know how I learn best and can talk about what works for me.

<p>c) Assessment is honest</p>	<ul style="list-style-type: none"> ✓ Assessment outcomes are conveyed in an open, honest and transparent way. ✓ Assessments are used to assist pupils with their learning. ✓ Assessment judgements are moderated to ensure their accuracy. 	<ul style="list-style-type: none"> ✓ Your child's assessments are discussed with you. ✓ Your child receives positive, constructive feedback which helps them improve. ✓ Outcomes of teacher assessment are accurate. 	<ul style="list-style-type: none"> ✓ I am involved in talking about my learning. ✓ I am only tested to help me achieve more so that I know how I can improve my work. ✓ My teacher understands my learning and knows how to help me.
<p>d) Assessment is ambitious</p>	<ul style="list-style-type: none"> ✓ Assessment places achievement in context against nationally standardised criteria and age related expectations. ✓ Through objective criteria, assessment identifies a pathway of progress and development for every child. ✓ Assessment objectives set high expectations for learners. 	<ul style="list-style-type: none"> ✓ Your child's achievement is regularly compared to national age related expectations. ✓ Your child's development through a year group and through the school is clear. ✓ Your child is challenged to do their best. 	<ul style="list-style-type: none"> ✓ I know how well I am doing compared to other children of a similar age. ✓ I have clear goals to aim for and know the small steps needed to achieve these goals. ✓ I know how to improve to reach my potential.
<p>e) Assessment is appropriate</p>	<ul style="list-style-type: none"> ✓ The purpose of any assessment is clearly stated. ✓ The assessment method used is appropriate (to age, to the task, to the desired feedback information). ✓ Assessment draws on a wide range of evidence to provide a complete picture of pupil attainment. ✓ Assessment should result in no more procedures or records than are necessary. 	<ul style="list-style-type: none"> ✓ You and your child are clear about why they are being assessed. ✓ Your child is assessed using methods appropriate to their age, the task and the information required. ✓ Your child's achievement draws on a wide range of evidence from across the curriculum. ✓ Your child is only tested and assessed when necessary and appropriate. 	<ul style="list-style-type: none"> ✓ I know why I am being tested. ✓ I am tested fairly and appropriately for my age. ✓ I use many pieces of work to show how well I am doing. ✓ I am only tested when my teacher needs to.

f) Assessment is consistent	✓ Judgements are based on common principles.	✓ Your child's assessments are consistent with those in other schools.	✓ I will be tested in the same way as other children.
	✓ The results are readily understandable by third parties including parents and other professionals.	✓ Your child's assessment process is clear.	✓ I know how and why I am being assessed.
	✓ School results are capable of comparison with other schools, both locally and nationally.	✓ Your child's results are compared to other schools both locally and nationally.	✓ I know how well I am doing compared to other children of a similar age.

4. Forms of Assessment

The underlying principle of good assessment is that it should be clearly tied to its intended purpose. At Swindon Village, we use three main forms of assessment to create a whole picture of every pupil:

- **Formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- **Summative assessment**, which enables us to evaluate how much a pupil has learned at the end of a teaching period i.e. during a topic or over a term;
- **Standardised summative assessment**, which is used by the Government to hold us to account against national standards (i.e. SATS Tests and EYFS Assessments).

5. Formative Assessment at Swindon Village Primary School

Effective marking and feedback to pupils forms the basis of our assessment procedures and provides daily opportunities for children to further their learning. More information about our expectations for this can be found in the school's Feedback & Marking Policy.

In addition to this, our formative assessment model is based upon finding out what pupils can and can't do against National Curriculum End of Year Objectives. Teachers keep ongoing records indicating the progress that each child is making towards the Objectives taught and this is used to inform their planning and future teaching.

These records are for teachers' use and are shared in Phases to gauge curriculum coverage. To ensure accuracy and consistency and to gauge our pupils' attainment within a wider context, formative assessments against End of Year Objectives are moderated in year groups, phases and our local cluster.

As a school community, we expect all pupils to make progress regardless of prior attainment, need or vulnerability. The attainment of every child is monitored and, where this falls below expectations, this is discussed at Pupil Attainment Meetings (PAMs) and interventions are put in place to support their learning.

6. Key Objective Assessment and Tracking

Drawing on the content of the National Curriculum, we have identified a number of Key Objectives for each subject area that we feel are fundamental to pupils' ability to make good progress through the Swindon Village Curriculum.

The number and content of Key Objectives varies between subjects and year groups, as a reflection of the changing emphasis in each phase and are published on our school website. As an ongoing and regular part of assessment, teachers judge pupils' performance against these Key Objectives i.e.

- Not yet taught
- Emerging understanding of the concept
- Developing understanding of the concept
- Secure understanding of the concept

Key Objective Assessments are used by school leaders to monitor the attainment of individual pupils, groups and cohorts as well as attainment against each Key Objective. This information is used to monitor the impact of the curriculum as well as the quality of teaching and learning across the school. Analysis of monitoring, along with actions to tackle any underperformance, is regularly shared with Governors.

Information regarding attainment is also shared with parents and pupils at Learning Reviews and at other appropriate points throughout the year.

7. Summative Assessment at Swindon Village Primary School

Alongside the Key Objective model, we also make use of a range of both published and in-house assessment tests. At Swindon Village, we believe that it is crucial that we only test what we have taught and so any tests given to pupils are very carefully and specifically chosen.

More formal testing is used to support teacher assessments and allow us to benchmark our pupils' attainment against local and national statistics. Results i.e. test scores or standardised scores, are tracked internally, but are not normally shared with pupils or parents. Instead, teachers interpret the results in such a way that supports pupils in making progress towards their goals.

In line with the Assessment Commission's Report (DfE, 2015), we do not believe that there is value in Summative Assessment that takes place more than three times a year. Consequently, these assessments are normally done at the end of each seasonal term i.e. Christmas, Easter and Summer.

8. Pupil Self-Assessment

In addition to self and peer assessment opportunities, pupils are encouraged to identify their own progress towards the Key Objectives for their year group using the printed objective sheets which are displayed in their exercise books. Teachers support this process through written annotation and EBI Marking. Pupils are also involved in writing their end of year reports.

9. Reporting to Parents

Annual school reports are supplemented by interim attainment reports shared at Parent Evening twice a year. These meetings provide an opportunity to discuss a pupil's attainment with the pupil and their parents, and to identify areas for further support.

Reports indicate how pupils are progressing against the set Key Objectives for their age. Attainment is indicated using one of four markers:

- ✓ Building towards Age Related Expectations
- ✓ Working at the Beginning of Age Related Expectations
- ✓ Working within Age Related Expectations
- ✓ Building Towards Greater Depth Age Related Expectations

In addition, commentary is provided by teachers either verbally, or in written form for the final report, indicating a pupil's relative strengths and areas for development.

10. Policy Review

Following consultation with staff, this Policy was adopted formally by the Curriculum & Standards Committee in May 2017. It was reviewed in the Autumn of 2017 and will be reviewed and ratified in the Summer of 2018.

Signed..... (Chair of C&S Committee)

Date.....

Ratification by Full Governing Body

Signed..... (Chair of Governors)

at Full Governing Body Meeting held on