

# Primary Assessment Policy

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School Leader Responsible	Head/SLT
Senior Management Responsible	CEO

## 1. Rationale

This policy outlines the purpose, nature and management of assessment at Educore primary phase schools. 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 assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at primary level and enables teachers to deliver education that best suits the needs of their pupils.

## 2. Aims and Objectives

The aims of the policy are:

- to give a clear outline of all assessment techniques used at Educore primary phase schools;
- to ensure that assessment is used as a tool to inform planning;
- to track pupil progress, and
- to raise standards.

It is the entitlement of every child at an Educore school to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

### 3. Roles and Responsibilities

The overall responsibility for assessment belongs to each school's Head teacher. However, this responsibility can also be delegated to the Deputy Head teacher, or another senior leader whose role encompasses responsibility for assessment. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

### 4. Implementation

Assessment is a daily part of the life of a school. Formative assessment, such as monitoring student work and giving proper marking and feedback is used by teachers to inform their planning and teaching, and to ensure that students know their next step and what they need to do to improve. More formal methods of summative assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan 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 can be reported to parents.
- to be evaluative, enabling the school and individual teachers to evaluate how effective their teaching is;
- to give students specific feedback, which is a powerful tool to enable them to develop their learning.

Specific learning intentions and assessment opportunities are identified through ongoing feedback and marking. In our schools student-facing acronyms include 'L.O' – learning objectives; 'SC' – success criteria'; 'WWW' – what went well; and 'EBI' - even better if.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning. Home learning is assessed on an ongoing basis and weekly spelling, timetables and mental maths tests are recorded in KS1 and KS2.

### 5. Types of Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include but are not limited to:

- the use of pertinent questioning;
- marking of pupils' work using our marking guidelines (see marking policy), and
- observational assessment.

Formative assessment enables teachers to evaluate how particular curriculum objectives are being taught, and to plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

What Assessment looks like in our primary schools:

In Writing, teachers plan for a 'Big Write' at appropriate times in the term. In Maths, teachers use Abacus assessment resources alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions to record progress and achievements against the curriculum objectives. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

### Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning (see Educore School Marking Policies).

### PIRA & PUMA

Progress in Reading Assessments (PIRA) and Progress in Understanding Mathematics Assessments (PUMA) are used in Sentinel and Trident Primary phases to give a termly age-standardised score for each student and a group average in Years 1-6. These are benchmarked internationally.

### Assessment for Learning

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. AfL is a key part of our approach to teaching and learning at Educore Schools. Staff use success criteria, peer marking and peer and self- assessment to involve pupils in their learning and to inform them of their next steps. AfL opportunities are identified in planning. Marking should be against the learning objectives and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our WWW / EBI Marking System requires students to respond to teacher marking, which ensures that children know what they need to do to improve, have practised that particular skill, and know what they have done well.

### Cambridge Primary Checkpoint

Cambridge Primary Checkpoint Exams are used at Trident schools to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. Senior Leadership Teams (SLT), in conjunction with core subject leaders, analyse the results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Learners in Years 1, 2, 3, 4, 5 and 6 are assessed using the Cambridge Curriculum Objectives, reported through School Pupil Tracker Online which plots their progress in learning. This is completed 3 times each academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM), which take place with a representative from the SLT after each batch of assessments have taken place.

### Grade Seven Composite Examinations

The Sentinel Schools and Frontier Nkisu offer the Grade Seven Composite Examinations in Year 7. This is a Zambian National Examination that is used as a selection tool for entry to secondary school. It is examined by the Examination Council of Zambia and the examination period is early November. The examination covers content from Year 5 through to 7, therefore in the Sentinel School there is an integration of the Zambian National Curriculum and the Cambridge curriculum in these year groups while Frontier Nkisu offers the Zambian curriculum only. Therefore in terms of assessment both Zambian National Curriculum and the Cambridge curriculum objectives are assessed. PPMs also take place in Sentinel schools.

## **6. Accuracy and Consistency of Judgements**

PIRA and PUMA assessments are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the Cambridge Curriculum Objectives. A School Pupil Tracker will soon be implemented which plots their progress in learning.

Assessments are completed 3 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT or the Head after each batch of assessments have taken place. In a broad sense assessment process serves to track the progress of classes and monitor teaching and learning. This process forms one of the major KPI's for board meetings.

## **7. Target Setting**

At the beginning and end of the academic year, the percentage of learners expected to meet or exceed the age related standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in Writing, Reading and Maths are set in the Early Years Foundation Stage (EYFS) and Years 1 – 6. These are set at the beginning of the year with parents, learners and staff. This forms the second official meeting with parents, the first being Information Evening. Some of these may be soft targets, and progress is measured against these in the mid- year parents consultations. They are reviewed regularly.

## **8. Foundation Stage Assessments**

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the EYFS2 class teacher, and from EYFS2 to Year One. The EYFS teacher meets with the Headteacher to discuss the children's progress at termly PPM meetings. The Foundation Stage Profile begins in Nursery, is added to each term, and completed by the end of the EYFS year. On entry to EYFS at an Educore Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted into the Foundation Stage E Profile – largely photographic evidence - each term and progress tracked over the year. These assessments are periodically moderated between schools.

## **9. Records**

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on each school's shared drive.

School Pupil Tracker assessment documents are used as an aid to effective planning. The progress of any learners receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the Head.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed on the server and is available for reference.

## **10. Curriculum Links**

Assessment is an integral part of curriculum delivery in the Educore School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example in Maths, regular

testing of subject knowledge is appropriate, whereas in Art, teachers will use their observations of learner work to inform their judgements.

### **11. Monitoring**

The SLT monitors class on-line assessment data (through the School Pupil Tracker Online) during the year. Monitoring of assessment and classroom practice is also regularly carried out through lesson observations, book and planning scrutiny, and pupil conferences. This includes monitoring of the agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across each school. If required, staff meetings are held to discuss and review the procedures in the assessment policy.

### **12. Inclusion**

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy ensures that identification of these children is systematic and effective.

When assessment indicates a child may have Special Educational Needs or Disability, the Head is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at a diagnostic stage, an Individual Education Plan (IEP) will be implemented. When teachers assess a child with SEND they will draw upon any ongoing formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

### **13. Reporting to Parents**

Parents receive one full written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. They will also receive a Progress Report in July. Results are reported to parents at the end of the academic year, and also after Term 2 assessments. Parents of children in the EYFS class receive a report based on the Early Learning Goals. In addition, parents are offered the opportunity to discuss their child's report with the class teacher twice a year. Parent/teacher consultation evenings take place in Terms 1 and 2. During these meetings teachers share the pupils' age-related attainment against national age expectations, next step targets and the progress pupils have made to date. Additionally, in all Educore schools an open-door policy is offered for any parents who would like to come in and have an informal discussion about their child.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

### **14. Assessment Outcomes**

The SLT and core subject leaders analyse PIRA & PUMA results and discuss with staff to inform teaching and learning. Foundation subject leaders analyse achievement in their subject and feedback to staff to inform teaching and learning.

All assessment outcomes are used to inform future planning and measure progress towards performance management targets.

## 15. Administration of Assessments

Assessment Protocol:

### Integrity of the Paper

- a) Papers kept secure in school strong room until required.
- b) Papers transferred to Head's office for distribution 1-2 days before required.
- c) Year groups collect appropriate amount of papers on the morning of the assessment.
- d) Papers should not be photocopied.
- e) Papers should not be handed out to parents.
- f) PIRA & PUMA: Timings are not specified on the test paper however it is recommended that the test is done in 60 minutes. In EY, KS1 and Years 3 and 4 comfort breaks are allowed (to lesser degrees as the child moves up the school). These are not permissible in Years 5 and 6. If a child needs 10/15 minutes extra outside of this and that child is likely to get a diagnosis allowing extra time for future formal assessments, this MUST be approved by the Head.
- g) Pupils will sit in rows to reduce the opportunity for copying. Maths displays will be covered.
- h) In Reception and Year 1 special conditions on reading parts of the test must be adhered to as per the instruction manual.
- i) Reading individual words (PUMA only) and scribing for pupils must be approved by the Head. We must be inclusive, test for knowledge but not provide an unfair advantage.

### Integrity of the Test

- a) Assessments should be conducted under examination conditions in line with the PIRA & PUMA recommendations. Teachers will invigilate in each other's classes at least once and as much as is appropriate.
- b) Assessment Timetables should be given to the Head/assessment coordinator prior to assessment week.
- c) On completion of the test, papers should be collected and passed on to the teacher's year group partner for marking, as first moderation. In schools where there is no year group partner, papers will be moderated between colleagues. The Head will oversee this.
- d) Marked papers will then be submitted to the Head teacher for sample moderation and data entry into iSams/Dropbox.
- e) A senior teacher will then compile whole school summative data and check/develop the Markbooks.
- f) Data analysis and calculation of KPI figures will then be carried out by the Head teacher.
- e) Finally, results will be shared with class teachers in a staff meeting.

### **Internal processes:**

Term 1:

- i. Target setting (Parent consultation).
- ii. Progress reports/ external exam results reported on.

Term 2:

- i. After Assessment week, PPM meetings/Parent meetings take place.
- ii. Data and comments to Head before the end of term.

Term 3:

- i. Early in the term, teachers collect papers and conduct a gaps analysis to inform planning.

- ii. Year group teams meet with Head and produce action points for the KPI report. Individual pupils recommended for small group/1:1 interventions.
- iii. Second GAPS analysis takes place to inform teaching and look over curriculum maps (content). Key Stage meetings take place.
- iv. Full reports written.

## 6. Linked Documents

The following documents are an integral part of the Educore Primary Assessment Policy:

Pos	Description	Filename / Link
1.	Marking Policy	