"A kind and inclusive learning community with high expectations for all"

At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

Assessment Policy

Date	January 2023
Review Date	January 2024

Contents

1. Key Principles for Assessment

Assessment is integral to high-quality teaching and learning. All assessments used to inform decisions about pupil learning is high-quality and provided with a clear purpose.

Across our school, we will ensure that:

- Assessment is fair, inclusive and free from bias.
- Assessment complies with National Curriculum expectations.
- Assessment is open, honest and transparent.
- Assessment secures high expectations for all.
- Assessment is appropriate to age, task and desired information.
- Assessment is accurate and consistent.
- Assessment supports comparison with other schools, both locally and nationally.
- Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff

Before assessing pupils we consider these three steps:

1. The construct: We identify the specific knowledge, skill or understanding (drawn from the curriculum) that we intend to assess

2. The end use: We identify what we want to do - the interpretation, the decision or action - with the information generated by the assessment process

3. The best tool: We identify the most appropriate, effective and efficient way to assess in each instance

(Evidence based education)

2. Approaches to Assessment

At Queen's Park we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- Assessment *for* Learning - in-school formative assessment
- Assessment *of* Learning in-school summative assessment and nationally standardised summative assessment
- Assessment *as* Learning – effective use of retrieval practice as part of the learning process

- Validity
  To ensure staff are able to infer relevant findings from assessments we ensure the assessments are fit for purpose and that there are no barriers to performance outside of the intended measure e.g. language or fine motor control.

  As a leadership team, we ensure the marking ranges used in standardised assessments are appropriate and meaningful through regular evaluation.

- Reliability
  To increase reliability of assessments we;
  - participate in standardisation activities
  - use exemplars
  - participate in unnamed moderation
  - moderation within the cluster
  - moderation across the city

- Value
  Before assessing pupils we consider the value the assessment will offer to the teaching and learning experiences of our pupils.

  "It is well-designed, purposeful, planned assessments which bridges the gap between teaching and learning."

  (Evidence-Based Education,2021)

- Celebration
  We celebrate progress. Assessment enables pupils to see the distance they have travelled and this is deeply rewarding for them.

- In-School Formative Assessment
  Effective in-school formative assessment enables:

  - **Staff** to effectively design powerful learning experiences which maximise progress within and between lessons. All staff use assessment to provide timely, effective intervention through both support and challenge

  - **Pupils** to use self-assessment and peer assess to measure their knowledge and understanding against learning objectives and by using success criteria to identify areas in which they need to improve. It demonstrates the knowledge and skills to be retained for later retrieval

  - **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Day-to-day in-school formative assessment, (see T&L Policy) for example:

- Diagnostic assessment
- High-quality conversation
- Effective questioning
- Listening
- Observing (process over product)
- Use of mini whiteboards
- Marking of pupils' work – including with the pupils
- Scanning work for pupil attainment and development
- Live marking
- Low stakes quizzing

In-School Formal Summative Assessment

Effective in-school 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

- **Staff** to evaluate learning at the end of a unit or period and employ question level analysis to inform future learning

- **Teachers** to review 'Data, So What?' Action Plans half termly.

- **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. It enables pupils to develop a growth mindset and overcome the fear of 'testing'

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Phonics screening check in year 1

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

3.   Reporting to Parents

Teachers will report pupils' attainment levels at parent consultations, including SEN consultations. End of year levels will also be put onto the end of year pupil report to parents, which will also include:

- How pupils have achieved in relation to the Key Performance Indicators and areas for development in the form of 'Next Steps' in reading, writing and maths.

- Arrangements for discussing the report with the pupil's teacher

- Along with the end of year report to parents, an attendance record will also be enclosed, providing parents with:

  o The total number of possible attendances for that pupil, and

  o The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

- The results of any public examinations taken, by subject and grade

4. Feedback for Learning – refer to the Feedback for Learning Policy

5. Target Setting Overview

Targets are set at the beginning of the year for all year groups as part of the 'Data, So What?' and appraisal process. They will be set for Communication and Language, Reading, Writing and Maths These are subsequently reviewed termly through Pupil Progress Meetings (PPM).

Assessment Tests
At the end of the autumn, spring and summer terms, a test will be administered to support teacher assessment and provide pupils with the opportunity for test practice. It will not solely form the basis of assessment, but will complement the other strands of assessment that are carried out.

All results and QLA are passed to the next year group to support transition.

6. Procedures
After data week, the following should be updated before the pupil progress meeting (PPM).

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Reception
Communication and language
Personal, Social and emotional Development
Physical Development
Literacy
Mathematics

Year 1 – Year 6
- Reading
- Writing
- Maths

All assessments are updated 3 times per year, at the end of each term.
An additional baseline assessment is conducted upon entry to reception.
SLT, teachers and support staff analyse this data and discuss support allocated to pupils at termly PPMs.

Phonics
Children who are learning within the phonics programme will be assessed half-termly regardless of year group.

Pupil Groups
SLT, Subject Leaders and Teachers must track progress across the subject areas and focus on analysing outcomes by pupil group.

Average 'On Track' Progress and end of year expectations

Year	Entry	Autumn	Spring	Summer
R	40b	40b+	40 S	ELG Expected
1	ELG	1b	1w	1s
2	End of Y1	2b	2w	2s
3	End of Y2	3b	3w	3s
4	End of Y3	4b	4w	4s
5	End of Y4	5b	5w	5s
6	End of Y5	6b	6w	6s

7. Pupil Progress Meetings

Reports
The following reports should be used to support dialogue at PPMs and to track with a focus on pupil groups:
- Venn diagram
- Age-Related Expectation Summary Report

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- Subject specific Age Related Reports
- Steps progress between terms
- Conversion reports

HT, DHT, SENDco, and teachers should attend PPMs. Governors are also invited as part of their monitoring process.