

East Park Academy – Assessment Policy

At East Park Academy we believe that the key aim of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to achieve the 'I can' statement for each lesson
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding and provide appropriate challenge to move learning on
- Help set targets and involve pupils in their own learning and achieve end of year and end of key stage expectations
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

Principles

The principles that underpin assessment at East Park Academy are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The development of Growth Mindset has helped to improve pupils' progress and receive appropriate challenge.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress and most achieve age-related expectations
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. The I can statement is taken directly from our Teacher Assessment Frameworks(TAFs) and is shared, at the start of each session and pupils' work is assessed against this criteria. Steps to Success for each lesson support the children.

- A4L opportunities are taken to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.
- All assessments and feedback must have a positive impact on teacher work load. East Park Academy strives to reduce and minimise teacher work load and promote only that which is essential and necessary to the development of the children. (See feedback policy)

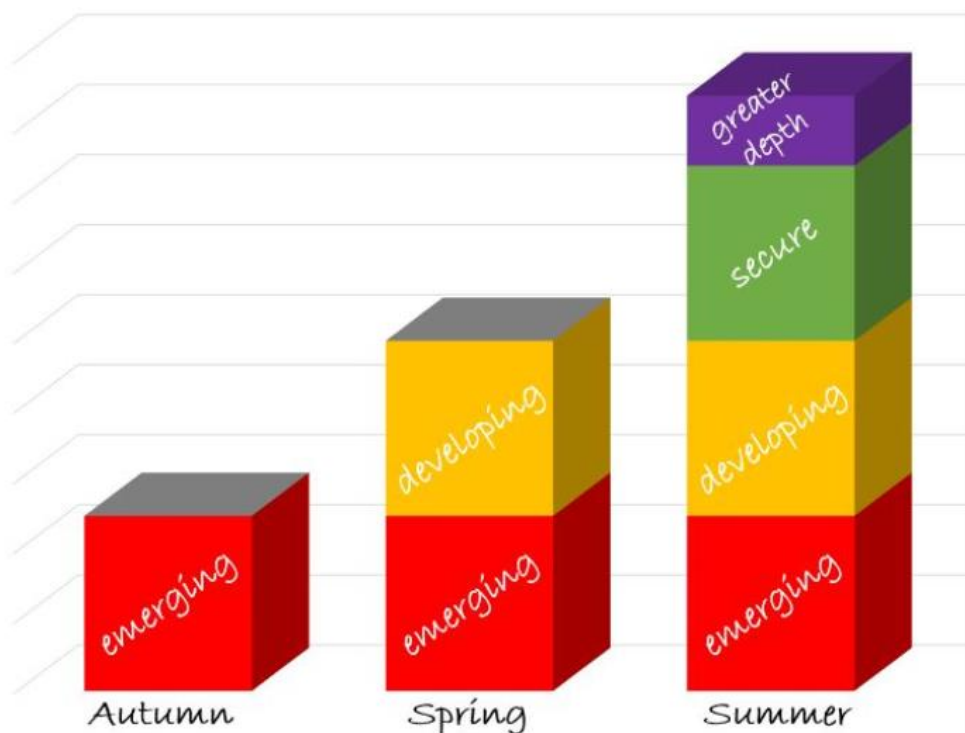
Teacher Assessment Frameworks (TAFs)

These are frameworks developed by East Park Academy to support teaching and learning in English, Maths, Science and the Foundation curriculum.

Maths and English TAFs – each programme of study or curriculum, from years 1-6, has been sub-divided into three – **Emerging, Developing and Secure**. There is also the opportunity to take learning further and into **Greater Depth**. The children will be expected to make three steps of progress across the year and this will be deemed as Good Progress. A children making more than three steps will be deemed to have made outstanding progress.

EG

A typical child entering year 3 will begin their learning on the Emerging TAF for Reading, Writing and Maths and by the end of the Autumn term will have made one step of progress in each subject, and will begin the Spring term on the Developing TAF. By the end of the Summer term they will have achieved the Secure TAF. Some children will also move on to achieve the Greater Depth TAF in the Summer term.



Science and the foundation curriculum consists of one TAF listing the skills taught and assessed. Teachers will complete TAFs in these subjects to indicate coverage throughout the year and at the end of each year children will be assessed

Each 'I can' statement must be dated when taught and highlighted when the skill is secure and embedded. To achieve at each point of the year, i.e. emerging, developing or secure, all the objectives or 'I can' statements must be highlighted. The only exception to this is in Maths where all of the problem solving objectives or 'I can' statements need to be highlighted in the summer term only along with all other objectives or 'I can' statements, to indicate achievement at greater depth. Highlighting of some problem solving 'I can' statements should be evident throughout the year to ensure all of our children are exposed to investigative maths.

Procedures – Formative Assessment

Day-to-Day Formative Assessments and Assessment for Learning

This type of assessment is embedded across all lessons. Teachers assess pupils' understanding of individual I can Statements and identify where there are gaps. This tells the teacher what to focus on in future lessons or inform interventions and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will include

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions. This will include the use of secondary questions to secure and embed learning.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self and peer assessment at the end of every lesson based on individual I can statements and Steps to Success.
- 1:1 or group discussions with pupils.
- Next step and feedback.

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths, Reading, Independent Writing and GPS

At the end of every term, we hold an assessment week using NFER tests, for years 3, 4 and 5, in Maths Reading and Grammar, Punctuation and Spelling (GPS). Years 1, 2 and 6 will use previous screening tests or SAT papers. All of these tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations but work along side teacher assessments made throughout the term. Writing is assessed by the class teacher from 12 pieces of independent writing from English and across the foundation curriculum. Marking and assessment of these tests and pieces of writing is included in staff meeting time throughout the year to support teacher workload.

This Test Week is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Leadership Team and SENDCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SLT carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Procedures – Nationally Standardised Summative Assessment

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

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

Year 4

- From 2020 all year 4 pupils will take the online times tables check known as the MTC

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 Leadership Team makes judgements about the school's effectiveness and the analysis of data is used to inform the School Improvement Plan.

Moderation

Each term East Park Academy carries out internal moderation across year groups and phases and then further external moderation with our MMAT schools and local authority moderators to secure judgements.