



# Edgewood Primary School

**Building skills and values for life**

## **Assessment at Edgewood – Guidance for Professionals**

The introduction of the new National Curriculum in 2014-5 and the associated national assessment processes in 2016 has given us an opportunity to re-think the way we use assessment in our school to support the progress of children. This policy outlines the approaches we use, and the information we collate to ensure that all groups of pupils are supported to make good progress.

Our thinking is underpinned by a number of core documents, including the report of the Commission on Assessment Without Levels (DfE, 2015), the Education Endowment foundation research on effective interventions (EEF, 2016) and various articles by experts such as Dylan Wiliam (2015) and others. We are also guided by the expectations of Ofsted, and the School Inspection Handbook (Ofsted, 2015)

In line with the guidance of the Commission on Assessment Without Levels, we consider assessment on three main levels:

*There are three broad overarching forms of assessment, each with its own purposes:*

- *Day-to-day in-school formative assessment*
- *In-school summative assessment*
- *Nationally standardised summative assessment*

Each of these is considered by this policy, with our processes outlined at each stage. At all stages, we are mindful that reducing teacher workload should be a key aim of our work to ensure that teachers' time is best used for supporting children to make good progress through effective curriculum design, assessment and feedback.

### **Day-to-day in-school formative assessment**

*This section should be read in combination with the school's Feedback Policy*

Formative assessment is at the heart of good assessment practice in our school. In particular, our intention is that formative assessment follows the model proposed by Dylan Wiliam of **responsive teaching**. That is, assessment should be used to shape teaching and curriculum, as well as to provide formative feedback to pupils.

In accordance with the guidance in the Assessment Without Levels Commission report, we do not intend that teachers record formative assessment, except where it is intended to directly support pupil progress. Most assessment of this type will happen informally in the classroom through approaches which are recognised in our feedback policy.

Throughout the year, KS1/2 teachers have access to the FLiC tracking software which allows them to track pupils' understanding of concepts and process taught through the use of our Key Objectives model, and to identify any gaps in provision. Teachers have access to whole school data, and team and subject leaders make use of this tracking information to evaluate provision in each team.

**It is important to note** that tracking using Key Objectives does not produce data that matches the old levels and points style of system. As we operate mixed-age classes, the majority of subjects have Key Objectives organised in two-year cycles. This allows teachers to tailor their assessments to match the school's curriculum. As a result, we would not expect percentage values (of objectives covered, or achieved) to be similar in different year groups, or to progress through a linear model.

The main focus of FLiC assessments is to support teachers in making decisions about actions and interventions in the classroom. This is particularly closely linked to our mastery-approach curriculum, and allows teachers to identify expected attainment against specific objectives, and quickly to identify where individuals or groups of pupils are falling behind. This can lead to rapid intervention and support to close the gap – or in many cases to prevent the gaps from forming.

In the Early Years Foundation Stage, teachers make use of the 2Build-a-Profile software to collect evidence of children's learning, and record their achievement using the Ages and Stages model from the EYFS Development Matters documentation. This system works in a similar manner to FLiC in tracking key outcomes, and allows teachers to clearly identify gaps in learning, supporting planning.

Information collated in these online systems is shared with parents either electronically (EYFS), or via termly consultation meetings (KS1/2)

## **In-school summative assessment**

We agree with the view of the Commission on Assessment Without Levels that "recording summative data more frequently than three times a year is not likely to provide useful information". Wherever possible, the intention is that teachers' time should be available to make use of feedback in all its forms to ensure that pupils are challenged appropriately, provided with a broad, balanced and well-targeted curriculum, supported to make good progress, and provided with guidance for further improvement.

To support senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgements 3 times each year. This data is collected from class teachers as efficiently as possible, and is analysed by senior leaders to provide insights into attainment and progress across the school.

To support our summative judgements, we use a number of approaches:

- Each term, data is collated from teachers' on-going judgements on the FLiC tracking software using the in-built reports to ascertain the percentage of objectives taught and secured by pupils in each year group
- Once each term, Progress Tests in the core subjects are used in each year group to provide a *snapshot* of pupils' attainment in each of Reading, GPS and Mathematics.
- Using the combination of test and FLiC data, teachers make a single summative judgement about pupils' attainment indicating whether they are on-track to meet age-related expectations *at the end of the academic year*.

The data from final teacher assessments is collated by school leaders to monitor and evaluate progress and attainment of pupils in all year groups. This includes comparisons between cohorts, pupils of different genders, those with special educational needs, and disadvantaged pupils. These judgements allow leaders to identify any significant gaps in progress or attainment for significant groups of pupils, and to support robust challenge as part of our wider school monitoring processes, including WITLO monitoring. This monitoring is also used by school leaders to verify the accuracy of teacher assessment judgments against the framework.

### **Target Setting**

The school uses Fischer Family Trust data (FFTAspire) and predictions to inform target-setting for whole school outcomes at the end of each Key Stage, with the intention of ensuring that the school maintains its excellent record of good progress for its pupils. Predictions are made for each cohort based on prior and expected performance, and these are used to evaluate progress in other year groups.

For pupils in the foundation stage, data from the Reception baseline test is used to inform targets for pupil outcomes at the end of the Foundation Stage and further into Key Stage 1.

Where data suggests that cohorts, groups, or individual pupils are falling short of the predicted outcomes set out in FFTAspire data, this becomes the focus of pupil progress discussions between senior and middle leaders; and between middle leaders and class teachers.

### **Nationally standardised summative assessment**

Nationally standardised assessments are used at the end of Foundation Stage (until 2016), Key Stages 1 and 2, along with the Phonics Check in Year 1, as part of statutory accountability procedures. Assessments are carried out in line with the processes set out in the DfE guidance in Assessment and Reporting Arrangement documents each year.

In addition, Edgewood Primary School has opted to use the Early Excellence Baseline approach for our pupils in the Foundation Stage. This was trialled in our Reception classes in 2015, and will be extended to our Nursery groups in 2016. The results of the Reception baseline are provided to the DfE for future accountability purposes.

School leaders make use of the results of these tests and assessments, through internal scrutiny, local authority evaluation and as part of Raise Online, to identify areas of strength and improvement as part of whole-school development planning. Where appropriate, these results may also lead to actions being taken to support relevant cohorts who remain in the school (i.e. other than at Key Stage 2)

During relevant years (i.e. Y1, Y2 and Y6), teachers make use of past test papers, or sample papers, to provide children with an opportunity to experience the assessment process. The results of these tests are also used to support identification of pupils who may need additional support to reach targeted outcomes.