



Darlinghurst

ACADEMY

Assessment Policy

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Due to the impact of COVID-19 we will adjust the policy to ensure we meet our Risk Assessment and ensure quality curriculum provision.

The purpose and principles of assessment

At Darlington Academy the overriding principle of assessment is to enable all of our pupils to 'grow' and to achieve their full potential. It aims to make assessment part of sound classroom practice and that it is clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, in-school summative assessment and nationally standardised summative assessment. At Darlington, pupils are regularly assessed against the programmes of study outlined in the new National Curriculum so that teachers can plan for individual pupils' next stage of knowledge, understanding and skills. Our approach to assessment enables pupils to take more responsibility for their achievements by encouraging pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve.

Arrangements for the governance, management and evaluation of assessment

Both the Principal, Emma Nicholls, and Vice Principal, Leanne Hahn, are primarily responsible for maintaining and monitoring the assessment policy. This policy is a 'living document' and will continually be reviewed in line with recent changes.

It is the responsibility of the Assessment Lead, Leanne Hahn, to monitor the effectiveness of assessment practices in the school by conducting assessment audits. This will be conducted through triangulation exercises, 'book looks', learner interviews, internal and external moderation meetings. In addition to assessment audits, Raising Standards Leaders (RSLs) and Governors (with assessment as their part of their portfolio) will also monitor the effectiveness of assessment through analysis of school data, observations, monitoring of performance and pupil perception.

Internal moderation and external moderation meetings, with local cluster groups and statutory monitoring and moderation checks from the Local Authority, will help to ensure consistency and accuracy of assessment judgements along with national guidance.

How the assessment outcomes will be used:

Teachers will regularly update the school's tracking system, SIMs, after an objective/statement from the National Curriculum has been taught. EYFS practitioners will also continually assess pupils against the Development Matters on 'Tapestry' which can be accessible to view by parents and carers. The purpose of using Tapestry and SIMs, is to track pupil progress and attainment; to perform gap analysis; to identify pupils requiring intervention or challenge; to support planning and to enable teachers to share with pupils their next steps to ensure a good level of attainment and progress.

This information can be shared with pupils, colleagues, RSLs, SLT, parents and Governors.

Statutory information will be sent to the Government and some may be used for evaluating teacher and school performance. Then data will be shared in a variety of formats depending upon the purpose, e.g. reporting to parents, Governors Reports, Pupil Progress meetings, etc. Assessment data could also be used for purposes such as evaluating teacher performance and staff appraisal.

Arrangements for teachers conducting assessment

To enable staff at Darlington Academy to be able to conduct assessment competently and confidently the assessment lead, Leanne Hahn, will ensure that staff are kept up-to-date with developments in assessment practice through the delivery of inset training, staff CPD, information handouts, visual displays and feedback. Raising Standards Leaders (RSLs) will be responsible for identifying members of staff requiring additional support and providing additional CPD. It is the responsibility of the Assistant Assessment Lead, Lee Porter, to ensure that the school's tracking system is updated termly using test outcomes in Reading, Writing, Maths and GPS. All data, summative and teacher assessment will be tracked and monitored using SIMs, identifying if a pupil is PKS (pre-key stage foundation), WTS (Working towards the expected standard), EXS (expected standard) or GDS (Greater Depth Standard) for Age Related Expectations.

Forms of assessment

The ethos at Darlington is to develop the whole child and make them life-long learners. Using a range of assessment strategies we aim to instill learning behaviours that enable our pupils to have a growth mind-set and achieve Age Related Expectations (ARE).

The **three** broad overarching forms of assessment are as follows:

1. In-school formative assessment

Teachers and support staff conduct day-to-day in-school formative assessment in a variety of forms

- Oral feedback
- questioning and answering sessions to: check pupils' knowledge and understanding; consolidation of knowledge and understanding; deepening and mastery of knowledge; clarification of misconceptions and to provide challenge
- observations, e.g. evidencing with photographs and annotation on EYFS Tapestry
- Conferencing alongside pupils, One-to-one intervention
- 'Wonder' page – Edison
- Core skills
- 'Next Steps for Depth' and SATs questions/activities to check that knowledge, skills and understanding are consolidated
- Live in the moment marking – following school marking policy
- Peer Assessment – 'Book on Book' activities, verbal feedback

- Self-assessment – editing, refining, proof checking against the success criteria and expectations
- Observational assessments
- Updating the schools assessment system, SIMs to record pupil's attainment and progress against National Curriculum Age Related Expectations statements, identifying 'next steps' as part of the Mark, Plan, Teach, Do, Review philosophy.

2. In-school summative assessments

Teachers will perform in-school summative assessments to support judgements in a variety of forms.

- Reading tests - termly Nfer Reading Comprehension (3 – Year 5), CPG, SATs Reading tests (Year 2&6), Y1 Spring and Summer terms
- Mathematics tests – termly Nfer Maths Tests (Year 3 - 5), CPG, SATs Maths tests (Year 2&6), Y1 Spring and Summer terms
- GPS – termly Nfer Tests (Year 3-5), CGP, SATs GPS test (Year 2&6)
- Half termly Our Write, My Write pieces – assessed to STA Framework (All Year Groups)
- End of unit or short end of topic tests, e.g. science units
- Non-statutory testing, e.g. Science Test

3. Nationally standardised summative assessments, for example:

- EYFS Baseline
- Phonic Screening in Year 1
- Phonic Screening re-takes in Year 2
- National Curriculum SATs tests at the end of Key Stage 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

Formative Assessment

On-going, daily formative assessment will be used to assess knowledge, skills and understanding, and to identify gaps and misconceptions. Formative assessment methods, conferencing, peer and self-review are aimed at providing pupils with a role in their assessment. Formative assessment of pupils with SEN and disabilities will involve a series of smaller steps to ensure progress and attainment for all. Assessment will be inclusive of all abilities and will vary the learning and enable children to progress in all areas of their learning and development.

In-school summative assessment

Summative assessments, in terms of ARE, will be shared with parents during Parent Consultations and in written reports. The purpose of sharing this information is to foster effective home-school links and to promote parental support. The overriding

purpose of sharing this information is to improve future learning for all our pupils. Pupils identified as not achieving age related expectations or good/greater progress will receive intervention and support and targets for parents to work on with their child/ren.

In-school and external moderation (local Cluster Group) will also be conducted to ensure our judgements are in-line with National Expectations.

Nationally standardised summative assessment

Outlined in the following links are the Statutory Assessment requirements (please note these dates are subject to change).

<https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara>

Assess – Plan – Teach –Do- Review Policy

Aims: To set out a clear set of high expectations and a common approach to marking and feedback so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. Our evolving a mark-plan-teach-do-review philosophy, alongside a range of tools and strategies ensures we strive to fulfil the aims and principles within our policy.

Assess: Marking and assessment has two purposes. One, pupils act on feedback to make progress over time. Two, it informs future planning and teaching.

- Teachers must have a secure overview of the starting points, progress and context for all.
- Marking must be primarily formative, may be selective, and must be clear about what the pupil needs to act upon.
- Marking and feedback must be regular.
- The schools marking code must be used.

Plan: Planning is a process not a product. It has one purpose to enable high quality delivery which meets the needs of all learners.

- Be clear and precise about the knowledge/skills/attributes you want the pupils to learn, not what you want them to do. Break them down.
- Do the 'so why?' test. Activities, including homework, must be designed to facilitate learning.
- There must be evidence of long term planning from schemes of work and short term planning.
- Support and Challenge opportunities should be planned for over time to ensure a Quality First Teaching approach, meeting the needs of all pupils and groups, maximizing the use of additional adults in the room.
- There should be no 'dead' time. This includes a flying start with pupils purposeful from the beginning and appropriate pace for the intended learning.

Teach: Go with the learning; the flow of great progress is more important than following a lesson plan. *Teaching is a lifetime's craft.*

- Ensure the learning has stuck, through checking that is incisive, systematic and effective.

- We are all teachers of Literacy. The quality of both the pupils and teachers language, such as in instructions and questioning, are significant determinants of progress. Make the implicit, explicit.
- All pupils must be working harder than the teacher, over time.
- Teachers must be explicit about learning outcomes and key vocabulary.
- Demonstrate the values of the school.
- Reinforce pupil's aspirations by the challenge you offer. Constantly demand more.
- Enable them to develop resilience by taking a risk and working through barriers.
- Each class is a learning community in its own right. Their success depends on each other.

Purpose of marking and feedback: At Darlington School, the purpose of marking and feedback is:

To help pupils-

- Understand what they done well
- Understand how to improve
- Make visible signs of improvement as a result of feedback

To help teachers-

- Assess a pupil's knowledge and understanding
- Plan effectively
- Teach
- Review the impact of teaching and learning

Arrangements for the governance, management and evaluation of marking and feedback

Both the Principal, Emma Nicholls, and Vice Principal, Leanne Hahn, are primarily responsible for maintaining the Marking and Feedback policy.

Marking and feedback needs to ensure that pupils understand what they have done well. Pupils need to know both what they have done well, and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve, different types of prompts should be used. At Darlington we use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand. This may be done through comment, questions, written feedback, discussions or diagrams.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

This assessment policy will remain a live document against which success can be evaluated to allow for continuous improvement and to provide the flexibility to adapt and amend assessment practice according to what works for the school.