

Tynsel Parkes CE Primary Academy

Assessment Policy 2024



Tynsel Parkes CE Primary Academy is a welcoming community, providing a nurturing environment where everyone is valued and loved. We strive to be a community where everyone works for the good of everyone else. “Dear friends, let us love one another, all love comes from God.” – 1 John 4:7. Encouraging all to be compassionate, confident, and responsible individuals who positively contribute to the world we live in. We strive for excellence in all we do, by working our hardest and always seeking to improve, we grow and learn with happiness, treating one another with kindness and respect. This is reflected through our living motto practised throughout the Academy, ‘Loving & Learning Together’.

Principles of Assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for children to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. Our academy’s results are capable of comparison with other academies, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - a. Pupils in developing their learning;
 - b. Parents in supporting children with their learning;
 - c. Teachers in planning teaching and learning.
 - d. Academy leaders and the Local Academy Council (LAC) in planning and allocating resources.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Objectives

The Academy's assessment process should facilitate the achievement of this aim by ensuring that:

- The children have the opportunity to show what they understand and can do.
- Misconceptions are identified and addressed.
- The needs of the children inform the next stages of planning.
- Learning objectives and opportunities are clearly differentiated in the light of assessment results.
- Whole academy planning strategic planning is informed by the effectiveness of current practices.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our academy is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other academies and using external tests and assessments, we will compare our performance with that of other academies.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the academy curriculum, which is composed of the National Curriculum.
- The achievement of each pupil is assessed against all the relevant criteria throughout the academy year, developed on an online tracking system.
- Parents will be given a level at the end of the academy year to state whether their child has achieved national expectation for their year group.
- Work is pitched at the appropriate level with sufficient challenge to ensure the children are accessing their next steps in learning.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in academy and by colleagues in other academies and within SAUT to guarantee our assessments are fair, reliable and valid.

On-going Formative Assessment:

- The online assessment tracker system 'Insight Tracking' will be in place for all subjects of the curriculum, to support teachers with recording pupils' assessments. All objectives in the Year Groups 1- 4 are from the National Curriculum. The Reception Class will use the statements from the Development Matters Document, EYFS framework. Nursery will use a separate online assessment tool 'Evidence Me' to support ongoing assessment.

- The online programme will allow teaching staff to identify if a child, who has been taught a specific learning objective is working towards the specific objective, achieved this standard, or is working at a greater depth standard. Staff will record the outcome on the system with:
 - 0 – Taught but not yet understood
 - 1- Some evidence but not yet secure
 - 2- Objective secured
 - 3- Working at greater depth
- There will be data capture points throughout the year, at these points teachers will use their teacher judgements to level the child’s achievements using the codes:
 - B- Well below
 - WTS- Working towards standard
 - EXS- Expected Standard
 - GD- Greater Depth Standard
- Through inputting ongoing data onto the online tool, teachers will make informed decisions about a child’s current stage of development and enable staff to have a better understand what future teaching and learning, needs to be planned to address underachievement.
- At the data capture points, SLT and subject leaders will analyse the results, identifying strengths and weaknesses.

Standardised Assessments:

- To support with the teacher assessments the school also uses standardised assessments for Reading (Termly), Grammar Punctuation & Spelling (Termly) and Maths (Termly).

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning, plan interventions and ensure pupils are making expected progress.
- The information from assessments is communicated to families and pupils on a termly basis through a structured conversation (at consolation evenings or a written report).
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Reporting

There will be three consultation evenings throughout the year, one a term. A written report will be provided in the summer term.

Evaluation

The Principal and Senior Leadership Team monitor the keeping of class records and assessment. This may be carried out in a variety of ways including:

- Discussing with staff the usefulness of records to receiving teachers, to aid planning and getting to know pupils.
- Randomly extracting all the information for a pupil and assessing whether the information is clear, relevant, complete and useful.
- Looking at planning to ensure assessment opportunities are effective to steer future planning.
- Discussion at Pupil Progress Meetings, tracking children's attainment.
- Ongoing analysis of assessment data.

Special Educational Needs

Pupils with special educational needs will be part of the same processes as outlined above. Each class has a SEND file in which the progress of the child is recorded alongside their individual support plans. This is overseen termly by the SENDCO.

Equal Opportunities

Through careful planning, evaluation and assessment all pupils at Tynsel Parkes CE Primary Academy have equal opportunity to achieve their highest possible potential.

Date of policy: **November 25**