

# Cluster Assessment Policy



## Rationale

As a cluster of schools, this policy is designed to support the assessment and monitoring cycle and develop a level of consistency across our schools.

Assessment is fundamental to be able to extend and challenge children's learning so they can reach their full potential. It provides a whole-school framework in which educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment is incorporated systematically into teaching strategies in order to assess progress, diagnose any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

## Principles

Using the principles and processes of assessment outlined in this policy, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils and identify any areas of development;
- inform pupils of their progress and next steps;
- guide planning, teaching, additional support, curriculum development and resources;
- inform parents and the wider community of pupil achievement;
- provide information to ensure continuity when the pupil moves class, year group or school;
- comply with statutory requirements.

*See the Assessment Cycle in Appendix 1*

## Types of Assessment

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Children are provided with achievable next steps (*either verbally or written depending on the age of the child*) linked to curricular targets to enable them to make progress independently which are directly linked with marking, questioning and feedback.

**Summative:**

- Summative assessment takes place at the end of each 12 week cycle. They may be made of up formal testing, results from ongoing teacher assessment and progress against the children's individual targets. These outcomes should be recorded in the school's tracking system and used to inform judgements when reporting to parents.

- Phase and Subject Leaders use the results of the summative assessment to gain an overview of achievement and progress in their subject/phase; identify patterns and plan next steps (including CPD and monitoring) to achieve whole school and group-specific targets.
- Senior Leaders use the data to analyse school performance against national targets and expectations; identifying specific groups to track and monitor progress with a focus on narrowing the gap. Assessment analysis is used to inform leaders and Governors of current priorities and underpin school development and self-evaluation.
- The assessment of achievement and progress of disadvantaged pupils should include an analysis of the impact of the spending of additional funding.

See Appendix 2: *Knowing the Data*

*AFL*: Teachers use a variety of strategies that inform them of their pupils' current level of understanding and progress at the outset; within and at the end of a lesson/unit. Ongoing assessments results in developmental feedback to pupils maximising their learning.

*Diagnostic*: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data - further information can be obtained from the school's SENCo.

## **Early Years Foundation Stage**

On entry to the school children will be baseline assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to make progress. Pupils will be assessed using the *Early Years Foundation Stage Profile (EYFSP)* which is based on ongoing observations and assessments in the following areas:

*The prime areas of learning:*

- Communication and language
- Physical development
- Personal, social and emotional development

*The specific areas of learning:*

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

*Characteristics of effective learning:*

- Playing and exploring
- Active learning
- Creating and thinking critically

At the end of the Reception Year, teachers should make judgements against the 17 Early Learning Goals. Practitioners must judge whether a child is meeting the level of development expected at the end of Reception (expected), exceeding this level (exceeding) or not yet reaching this level (emerging). (see Appendix 2).

## **Key Stages 1 and 2**

The focus for assessment is based on the understanding and application of each phases' objectives. Teachers' professional judgement should be used to determine whether each child has met:

- Upto 33% objectives achieved – *the child is 'Emerging' into the programme of study*
- 34-66% of the objectives achieved – *the child is 'Developing' within the programme of study*
- 67% plus of the objectives achieved – *the child is 'Secure' in the programme of study.*  
*However, all of the key objectives must be achieved for the child to be deemed secure.*

As children progress through the programmes of study year on year, they will be assigned a *Tracking Point* to enable the school to measure progress. As a group of schools we believe that 3 points progress across the year is *Good Progress*. See *Appendix 3: Tracking Point Scale*

It is expected that less able pupils may be working on objectives from the programmes of study from lower year groups.

### More and Most Able Learners

In accordance with the DFE guidance, pupils who are more able should be developed through breadth and depth of the curriculum and given opportunities to apply and demonstrate their knowledge, skills and understanding from that year group's programme of study fully across a range of learning opportunities. More able learners will be identified by a # in their tracking, for example Y3S #3 Year 3 *Secure with a cognitive ability rating of 3*. There is the option of rating children as #4 if appropriate.

#3 [Good] Deeper Learner	#4 [Very Good] Deepest Learner
This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.
Applies understanding in more complex situations.  Uses facts, information or procedures to respond to, solve and answer complex problems.  Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations.  Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems.  Applies own knowledge into alternative and unique contexts.
Blooms Taxonomy example rating:  <b>Analysis:</b> infer, separate <b>Synthesis:</b> Combine, Compose, Create, Design	Blooms Taxonomy example rating:  <b>Evaluate:</b> compare, judge
Adds 2 points to the overall tracking point  Y3S #3 = 18+ 2	Adds 4 points to the overall tracking point  Y3S #4 = 18+ 4

Class teachers should be able to evidence extension and enrichment opportunities.

### Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for achieving each of the curricular objectives. Moderation will take place:

- With colleagues in school
- With colleagues across our cluster of schools (including the High School)
- By attending LA sessions to ensure our judgements are in line with other schools.

## Reporting to Parents

Each school will schedule their own calendar of Parents' Consultations and Reports to Parents depending on the individual needs of the school. In all cases, this is an opportunity to:

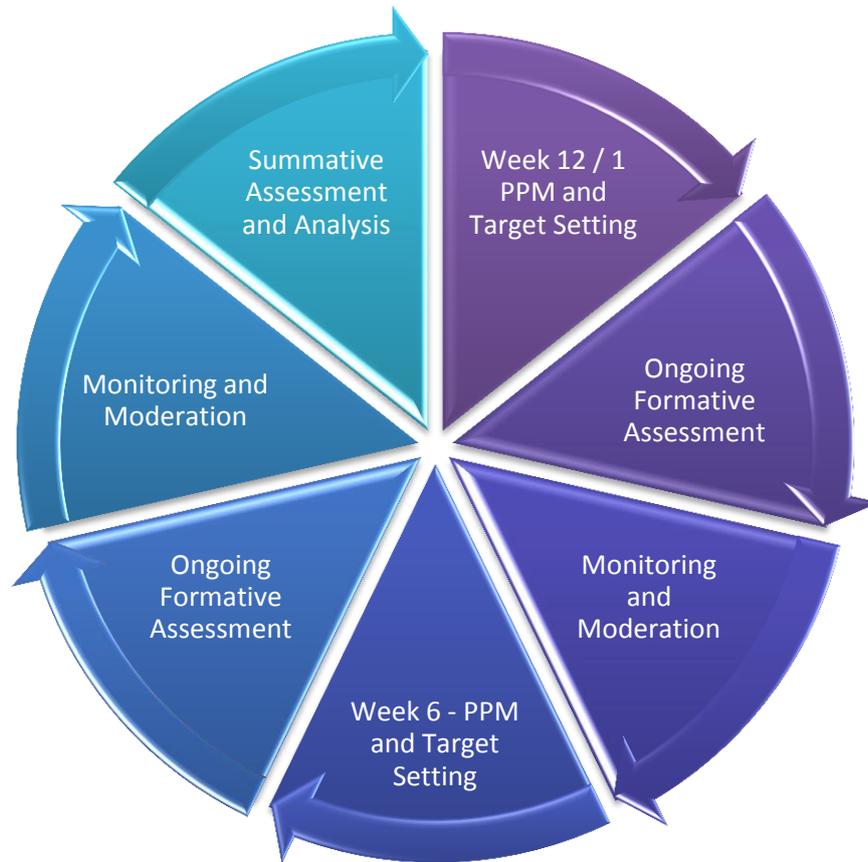
- Promote positive relationships with school, parents and agencies;
- Share achievement and progress information in relation to national expectations and coverage of the curriculum;
- Discuss the child's attitudes to learning;
- Agree and set targets;
- Suggest support strategies available to the child and wider family.

It is important that the assessment system is transparent and clear for parents, and teachers should inform them of whether their child is:

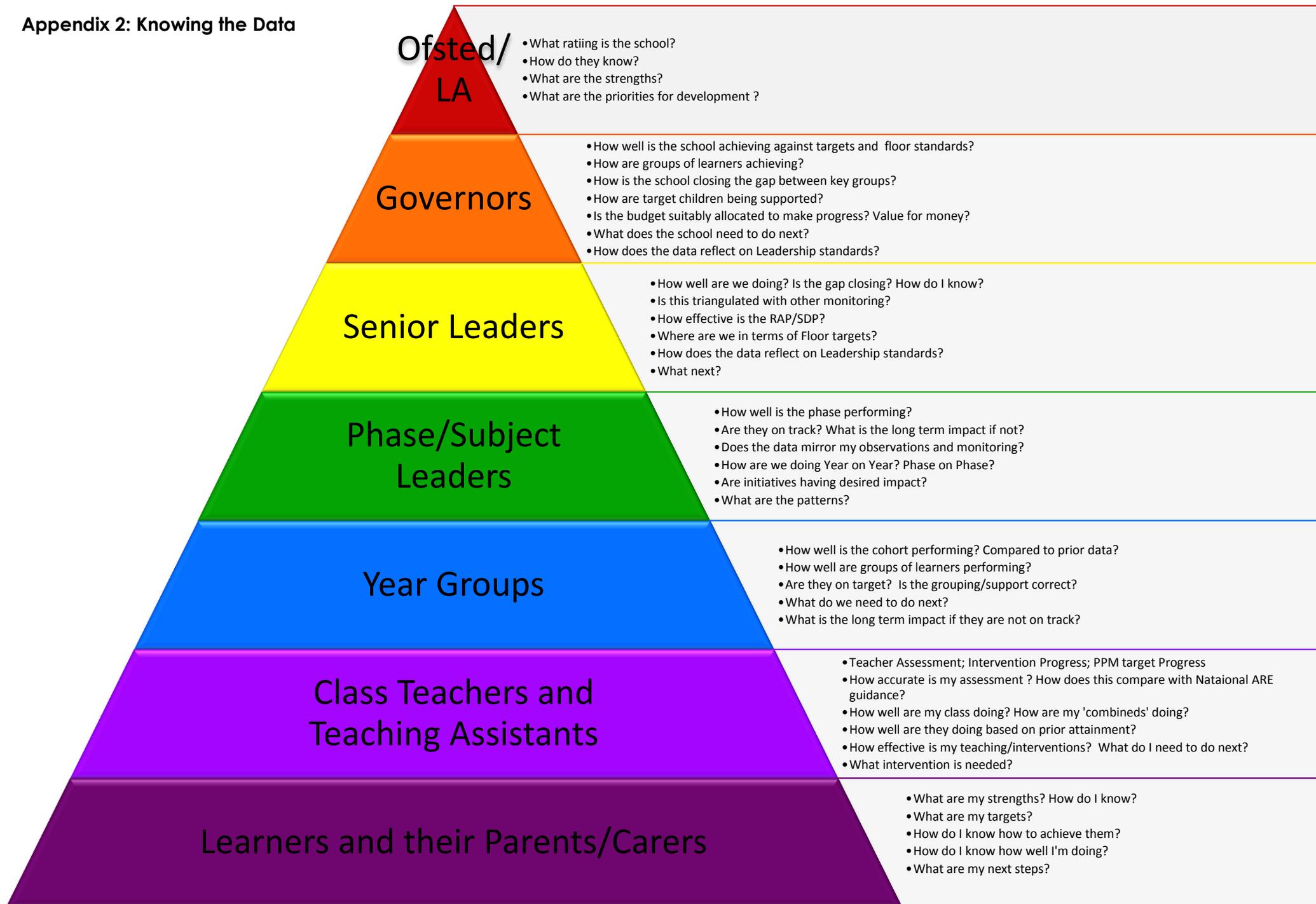
- Above;
- At;
- Below Age Related Expectation

and not complicate this clear picture by explaining that they are 'Year 2 Emerging' or at '15 Tracking Points'.

## Appendix 1 – 12 Week Assessment Cycle



## Appendix 2: Knowing the Data



### Appendix 3: Tracking Point Scale

Phase	Year	Tracking Point	Description	Expected Depth	Deeper Learning #3 [Adds 2 points]	Deeper Learning #4 [Adds 4 points]
EYFS	N1	1	22-36 Emerging	22-36E		
		2	22-36 Developing	22-36D		
		3	22-36 Secure	22-36S		
	N2	4	30-50 Emerging	30-50E		
		5	30-50 Developing	30-50D		
		6	30-50 Secure	30-50S		
	YR	7	40-60 Emerging	40-60E		
		8	40-60 Developing ELG Emerging	40-60D ELG Emerging		
		9	40-60 Secure ELG Expected	40-60S ELG Met		
ELG Exceeding				ELG Exceeding		
Key Stage 1	Y1	10	Yr 1 Emerging	Y1E	Y1E #3	Y1E #4
		11	Yr 1 Developing	Y1D	Y1D #3	Y1D #4
		12	Yr 1 Secure	Y1S	Y1S #3	Y1S #4
	Y2	13	Yr 2 Emerging			
		14	Yr 2 Developing			
		15	Yr 2 Secure			
Lower Key Stage 2	Y3	16	Yr 3 Emerging			
		17	Yr 3 Developing			
		18	Yr 3 Secure			
	Y4	19	Yr 4 Emerging			
		20	Yr 4 Developing			
		21	Yr 4 Secure			
Upper Key Stage 2	Y5	22	Yr 5 Emerging			
		23	Yr 5 Developing			
		24	Yr 5 Secure	↓	↓	↓
	Y6	25	Yr 6 Emerging	Y6E	Y6E #3	Y6E #4
		26	Yr 6 Developing	Y6D	Y6D #3	Y6D #4
		27	Yr 6 Secure	Y6S	Y6S #3	Y6S #4
Key Stage 3	Y7	28	Yr 7 Emerging			
		29	Yr 7 Developing			
		30	Yr 7 Secure			
	Y8	31	Yr 8 Emerging			
		32	Yr 8 Developing			
		33	Yr 8 Secure			
	Y9	34	Yr 9 Emerging			
		35	Yr 9 Developing			
		36	Yr 9 Secure	↓	↓	↓

## Appendix 4: Depth of Learning Scale

Based on DFE Guidance 2014

	#1 [Low] Shallow Learner	#2 [Expected] Expected Depth	#3 [Good] Deeper Learner	#4 [Very Good] Deepest Learner
Description	This is <b>below the expected standard</b> depth of application and understanding. Does not apply their learning.	This is the <b>expected standard</b> depth of application and understanding. Average application of learning.	This is <b>above the expected standard</b> depth of application and understanding. Good application of learning.	This is <b>well above the expected standard</b> depth of application and understanding. Very good application of learning.
Detail	Recalls facts, remembers learnt information. Constructs simple responses.	Applies understanding. Uses facts, information or procedures to respond to, solve and answer problems. Applies own knowledge in a different context.	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.	Applies understanding creatively in more intricate situations. Uses facts, information or procedures to respond to, solve and answer complex and unfamiliar problems. Applies own knowledge into alternative and unique contexts.
Blooms Taxonomy	<b>Knowledge:</b> define, identify	<b>Comprehension:</b> explain, summarize <b>Application:</b> demonstrate, show	<b>Analysis:</b> infer, separate <b>Synthesis:</b> combine, compose, create, design	<b>Evaluate:</b> compare, judge
Reading Example	The information that needs to be located is basic, is highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited	The information is fairly prominent based on the questions wording and is limited to two pieces. It is limited to a short section of the text. There is some competing evidence.	The target information is may not be clearly located by the question. It is not prominent within the text, and maybe of more than one or two pieces. There is an increasing amount of competing information, either within the text or in the form of functional distractors.	The target information is not strongly located by the question. It is not prominent within the text, and not limited to one or two pieces. There is significant competing information, either within the text or in the form of functional distractors.
Calculation Example	No numeric steps	One, or a small number of numeric steps	A larger number of numeric steps. All steps are Simple	A larger number of numeric steps, at least one of which is more complex