



SODBURY VALE FEDERATION



Assessment Policy

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2 VERSION HISTORY

Version Number	Reason for Issue	Date of Issue
01	Initial Issue For Federation	May 2022
02	Reviewed and updated	May 2024

3 Aims

- To ensure children make good progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.

- To ensure teacher planning is amended in order that teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against national standards.

4 Principles

Assessment of children can take different forms, including observations and discussions, as well as the formal assessment of written work and tests. In Term 2, 4 and 6 pupils across school are formally assessed and data tracked. At the end of EYFS and KS2, this is then provided to the Local Authority. Children's attainment is reported to parents in Term 6.

As well as Marking and Feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

5 Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by colleagues and Senior Leaders to ensure parity in terms 2, 4 and 6. Teachers also take part in external moderation with colleagues from our local school cluster or local authority advisers. Assessment data informs Teacher Appraisal targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by class teachers, the Assessment Coordinator and SLT. Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

6 Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils have targets for English (Big Write) and Mathematics (Number Clubs), which they use to help improve their work. These are checked on a regular basis by staff and used to inform the planning of next steps. Targets or advice on how to support pupils' progress are shared with parents and carers at Parents Evenings and through termly Key Stage newsletters. When targets are met by pupils, they are modified by staff. Marking of work, discussions and observations inform the on-going assessments of pupils.

7 Marking of Work

At our schools we are committed to giving feedback, both written and oral, that is prompt and will impact on the children's learning. The Marking Guidelines (Appendix 1) help teachers clearly identify where the children are in their learning and provide children with next steps to improve their work. Time is given within lessons for the learner to respond to feedback in order to develop.

Effective marking should:

- Impact on the children's learning;
- Be manageable for staff;
- Relate to the WALT and/or success criteria;
- Enable children to respond effectively and quickly;

- Ensure children know their targets;
- Use the agreed marking guidelines for the appropriate key stage (see appendix 1);
- Inform future planning

English and Maths books should be marked after each piece of work using a green pen. The marking should relate to the WALT/Success criteria or targets that children have been given from their Big Write or Number Clubs.

8 Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils using our Pre Key Stage/SEN assessment document or PIVATS document (pre National Curriculum Levels) with links to the National Curriculum Levels in Year 1, 2 and 6. If appropriate, staff use tests from other year groups to support the on-going teacher assessment of pupils.

9 Children receiving the Pupil Premium

Pupils who are receiving the Pupil Premium funding have 1:1 conferencing time with their class teacher each week. The teacher and child set targets for Reading, Writing and Maths for a three weekly block. The child will receive support from their teacher during the conferencing sessions to meet these targets. A teaching assistant will also have dedicated time each week to support the children in meeting their targets.

10 Assessment within the Early Years

Baseline assessment takes place in the first term in Nursery and Reception or on entry. During the year evidence is collected through observation and discussion and these are recorded on Tapestry. Photographic evidence is also collected in collaboration with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Annotated learning objectives are recorded with observations when children have achieved goals.

Senior Leaders analyse this data three times a year and present findings during Senior Leadership Team meetings. From this analysis, teaching and learning strategies are reviewed and adapted and intervention groups are created to meet the children's learning needs and to accelerate pupils progress. A report is completed for each child at the end of each year.

11 Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out in terms 2, 4 and 6 to inform teacher assessments.

Teacher assessments are entered on to the school's tracking system and analysis sheets are created to show attainment and progress against targets. This data is analysed to show progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to Teacher Appraisal Systems. The data analysis

informs the SDP and SEF documentation and drives forward staff training and support packages within school.

National Assessment SATs tests are carried out at the end of Year 6; children's work, past papers and optional SATs are used by staff to inform teacher assessments.

Senior Leaders within KS1 and KS2 analyse this data three times a year and present findings to the Senior Leadership Team. Assessment Data is provided to parents once a year in the child's school report.

12 Assessment within Curriculum Subject Areas

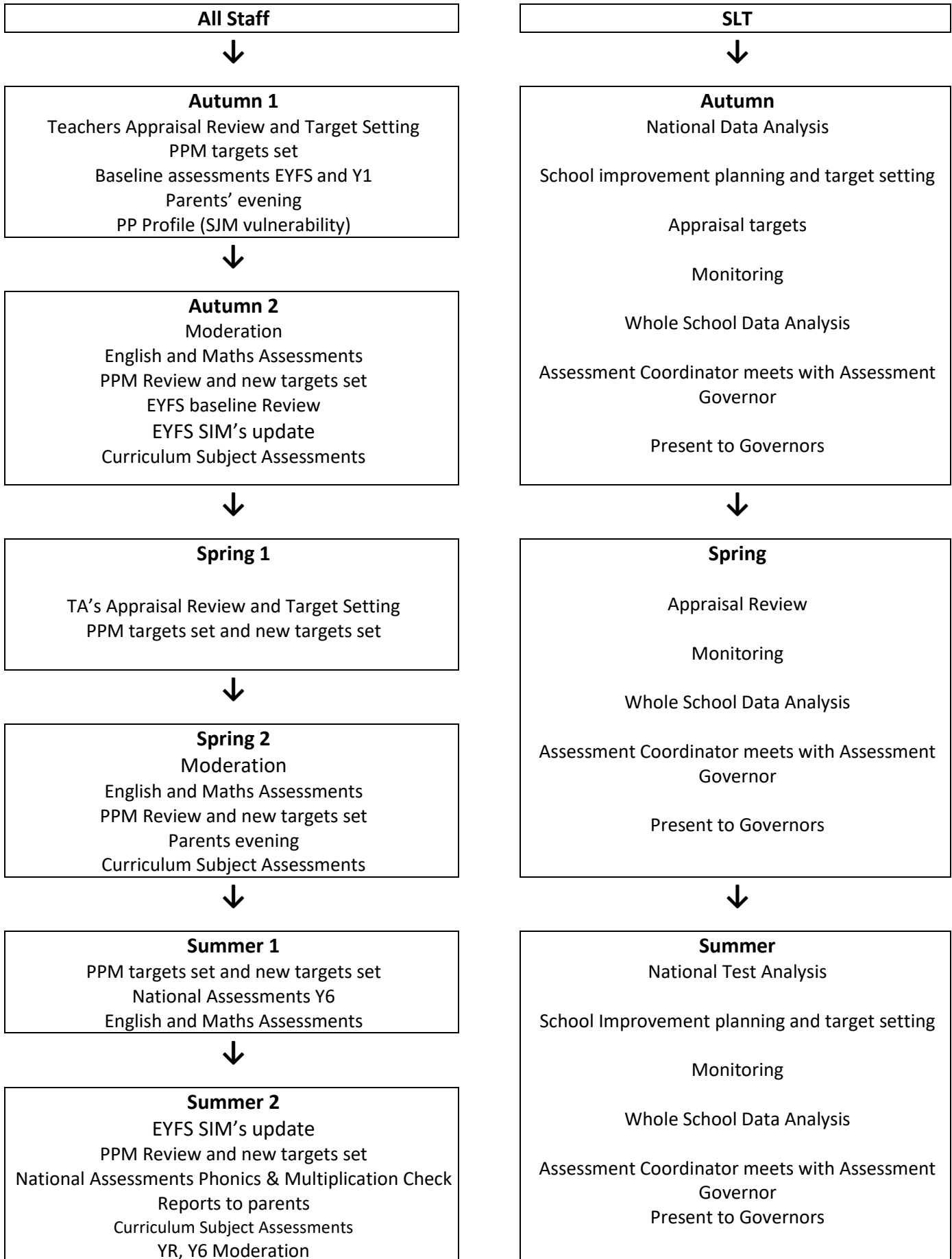
Religious Education assessments are completed throughout each unit which is taught using the learning outcomes provided in the South Gloucestershire Religious Education Syllabus or Understanding Christianity (Diocese of Gloucester)

Assessments are carried out in Science, History, Geography, Art, Music, Computing, and Physical Education three times a year using subject knowledge matrices. Teachers meet in Key Stage groups to plot children developing or exceeding the skills in their year group.

13 Roles and Responsibilities

Governors	Monitor whole school progress data with support of SLT. Ask questions about the data presented.
Executive Head / Head of School	Ensure moderation of assessments happens regularly. Provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using Pupil Progress Meetings and Appraisal to address underperformance and set targets.
Senior Leadership Team	Carry out analysis of data after each assessment period, within their area of responsibility, highlighting successes and areas for development.
Teaching Staff	Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Analyse class assessment data. Provide assessment information for pupils and parents as well as school leaders.
Teaching Assistants	Provide feedback to the teaching staff on progress and attainment of pupils.
Parents and Carers	Support children at home with homework and targets to positively impact on progress.
Pupils	Complete all work to the highest standard in order to make good progress in school.

14 Assessment Flow Chart



15 Appendix 1: Marking and Presentation Guidelines

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Marking & Presentation Guidelines

Presentation

Yr 1-6 WALT: (brief description) underlined in pencil using a ruler or provided by the teacher. In Rec teacher can make WALT explicit.

WALT: We Are Learning To: or LC: Learning Challenge question

All teachers to provide success criteria

Children to use smiley faces to denote self-assessment

KS1 - short date

KS2 - long date for literacy, short date for Numeracy and all other subjects

All diagrams and lines to be drawn using a pencil

Labelling in pencil if children are using pens

Children are to use pens from year 3, when deemed ready by the class teacher. Pens to be blue ink, no biros.

Marking

Teachers to mark in green ink

Identify 3 spellings children should know

KS1 practise underneath their work

Lower KS2 practise underneath their work

Upper KS2 use spelling logs

V verbal discussion with child has been held

NB staff other than class teacher to initial work marked

WS with support

Ⓢ supply (to be added if work left unmarked by supply teacher)

✓✓ (or highlighted) good choice of word/phrase/work related to LO

○ omission in punctuation or inappropriate capital letter

^ upward arrow for missing word

☺ what went well (marking to learning objective)

* next steps (separate paragraphs)

GW guided work (optional use to inform ARE)

WM with manipulatives in maths (when the exception)

Next Steps

Hand finger spaces

CL Capital Letter

./fs full stop

abc Cursive handwriting

When children are able to they should continue under their last piece of work rather than start a new page.

Lines are not needed underneath pieces of work, instead children to leave some spaces and then write

WALT/LC and date underlined using a ruler.

Presentation

Marking should be neat and model our high expectations of presentation. If teachers are unable to fit their marking at the bottom of a page they should make it clear where the comment is i.e. on the next page or adjacent one.

In Maths there should be one number per square.