ROSSMORE SCHOOL

Assessment Policy

1. The principles and aims of assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. It should provide information which is clear, reliable and free from bias. (Assessment Commission report 2015)

Assessment falls under the following broad headlines

Nationally standardised summative assessment	Day-to-day in-school formative assessment	Local in-school summative assessment
Examples	*Examples*	*Examples*
National Curriculum tests at the end of Key Stage 2 National Curriculum teacher assessments at the end of Key Stage 1	*Question and answer during class Analysis of pupils' work Observations Feedback*	*Short end of topic tests Personal Learning Plan Reviews 'Check It' Activities*

Please see appendix for a list of further examples of how we complete summative and formative assessments.

School has considered the principles of formative & local summative assessment as defined by the assessment commission in the construction of this policy. (See Appendix 1 for principles & practice)

We have chosen the following assessment principles to drive our core practice:

Assessment:
- Should be aspirational & contribute towards informing next steps of learning
- Should not be another system designed with a focus on 'labelling' or 'grading' pupils. It should start and end with the learning itself.

- Should be understandable and clear to parents and pupils so as to encourage better engagement in learning
- Should be manageable for teachers

2. Information about how assessment outcomes will be collected and used

How do we collect the assessment data?

We use Balance to record both our formative and summative assessments for most subjects: Literacy, Maths, Science, Art, PE, Geography and History. On a daily basis (for Literacy and Maths) and a weekly/fortnightly basis (for other subjects), teachers provide a professional judgement in relation to the learning that has taken place. This is captured on our 'learning wheel', either during the lesson and / or whilst teachers are giving feedback after the session. This will provide valuable information towards planning next lessons and understanding how secure children are with knowledge, understanding or skills.

Once we are confident pupils are secure with particular aspects of the curriculum, we will click 'secure' to update the information base for a child. Data for that child will then be created and analysis can then be considered in terms of outcomes for pupils, groups and cohorts.

Currently, DT and Music are not assessed using the Balance system. We assess these subjects in a similar way still, using formative assessment during lessons to give children immediate, relevant feedback and making summative assessments at the end of the year to say whether children have met the age-related expectation for that year group.

What happens next? How is this information used?

Teachers - will gather a range of information about a child's understanding during a lesson. They will use this to guide their structuring of activities and supporting pupils. If there are misconceptions and / or lack of understanding within lessons, teachers will change activities or intervene to ensure this is corrected and understood.

Next lessons will be planned using the information displayed in Balance's achievement dashboard. Using this, teachers can:
- identify where gaps in knowledge are and to inform planning for individual pupils
- identify which areas have been taught effectively and where pupils and groups excel

Teachers report to parents – Rossmore's arrangements for reporting to parents comply with the legal requirements. During the Autumn and Spring Term formal parents evenings are arranged. The children attend these evenings and we discuss with both parents and children their achievements and any

targets that will support further learning. During the latter half of the Summer Term, a written report is sent to every parent. Parents of Year 2 and Year 6 children are informed in writing of their SATs level in line with legal requirements. With this report we also provide attendance data and include a form for parental feedback. We hold an open evening for parents and pupils at the end of the Summer Term to celebrate the year's achievements. At Rossmore, we operate an 'open door policy' and encourage parents to contact the school if they have any problems or concerns at any point in the year.

Feedback to pupils - We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, (See Feedback and Marking Policy) as this ensures that we all mark in the same way, and the children learn to understand it.

All stakeholders - will consider outcomes for pupils, groups and cohorts for each of the core subjects. They will look for trends of performance and ensure that appropriate actions and support are put in place for any individual or group who is falling behind.

3. Ensuring a consistent and accurate approach to assessment at Rossmore

At Rossmore, we put a consistent and accurate approach to assessment high on our agenda so that it can improve outcomes for all pupils. We do this in a variety of ways:
- o We carry out quality assurance processes around our assessment procedures regularly. Leaders will regularly sample assessments and consider whether areas of the curriculum locked are truly secure.
- o Book scrutiny: Is there sufficient evidence to ensure the specific curriculum area is secure?
- o Discussion with pupils: Can the pupil show their understanding?
- o Buddy system with teachers: Do teachers agree each other's judgements?
- o Staff meetings dedicated to moderation (in particular for Literacy and Maths) where work is compared to agreed samples of work for each expectation (working towards, working at and working at the expected standard with greater depth).
- o Moderation between schools within the TSA.

4. Arrangements for the governance, management and evaluation of assessment

Teachers are responsible for**:**
- using formative assessment strategies in each lesson to find out where children are in their learning
- gathering assessment information from the classes they teach on a daily basis.

Assessment lead is responsible for:
- ensuring the assessment policy is in place and followed
- ensuring training is in place for all staff & practice is effective in all classes
- inducting new staff into the assessment systems and strategies that school uses
- ensuring school is aware of best practice nationally

Team Leaders are responsible for:
- ensuring the performance on different cohorts and groups is evaluated at least termly
- ensuring that swift intervention takes place should achievement be dipping
- reporting to the SLT / governors on outcomes for their subjects on a termly basis

SLT are responsible for:
- overall effectiveness of each of the key areas of school
- evaluation of the impact of assessment across the school

The HT is responsible for:
- reporting to governors and stakeholders with regard to pupil performance and assessment outcomes
- ensuring the strategic direction of assessment is in place

Governors are responsible for:
- ensuring the effectiveness of assessment procedures across school

Parents are responsible for:
- supporting their children in their learning
- using teacher feedback to assist with this
- sustaining a strong partnership with school

Moderation takes place regularly to ensure there is a standardisation of assessment processes. This takes place:
- across Key stages
- across whole school
- across the TSA

Benchmarking practice will become important to ensure a realistic view of achievement can be gathered in relation to other children nationally.

We will review the policy and our assessment practice on a regular basis to ensure that we provide the best for our children.

Date of Policy: March 2020

Date of Review: March 2023

Appendix A - assessment principles & Balance

Formative Assessment - principles in practice

Finding out about pupils' knowledge and understanding of the topic, concept or skill

'Engineering effective classroom discussions, questions and tasks that elicit evidence of learning'

At Rossmore School we use the following strategies:
- Talk partners
- Questioning
- Lollipop sticks to increase participation
- Mini-whiteboards
- Hinge questions
- ABCD cards
- Exit passes etc.
- 'Check It' activities
- 'Do now' activities
- Subject meetings
- Stem sentences (e.g. but, because, so)

Helping children move forward in their learning

'Providing feedback that moves learners forward'

We communicate our expectations in many ways:
- Feedback to pupils both within the lesson, after the lesson at the beginning of the next lesson (see feedback policy for more details)
- Discussion in class
- Modeling from previous work
- Following up a writing session with an editing and proof-reading session

Understanding the purpose of assessments

- The outcome of any assessment should be a positive experience for children. Growth mindset is firmly embedded in all our classes and so the opportunity to move forward is seen as positive.
- We explain the process of formative and summative assessment with our children so that they have ownership of their own learning.

Ensuring inclusion

- Equal opportunities is central to our mission and work. We use a range of strategies to ensure all children have access to our assessment strategies.
- When children are not working at the age-related curriculum, we look at an appropriate curriculum (for example, a different year group) for them in order to ensure progress is possible.

Informing planning

- All information gained from the classroom is used to make better decisions about what we do next
- Lessons will be changed during the session if teachers find out that concepts are not being grasped
- Evaluations on planning will be used to inform next session plans

Plugging the gaps & supporting progression

- Information gathered from the analysis section gives teachers key information of how to plan for their next steps
- Gaps in learning are clear to see from pupil analysis views. Leaders ensure that staff are responding to this information when planning activities for pupils.
- The SENDCO will monitor impact of teaching in all cohorts. Pupils not making sufficient progress will be considered at pupil progress meetings each term.

Efficiency & managing workload

- In using Balance, teachers are able to collect valuable assessment information and update the system at the point of learning.
- Feedback to pupils replaces traditional marking
- Summative information is gathered as part of this formative process.

Other strategies that we use are based on extensive research and are proven to improve outcomes for pupils.

Clarifying and understanding learning intentions and criteria for success
- Children generate their own success criteria
- Staff understand the importance of sharing the learning journey with the children

Activating students as teaching and learning resources for one another
Children act most effectively as peer assessors when they understand what their friends need to do to improve. Peer assessment strategies are key and include:
- Identifying areas their partner has done well
- Identifying areas their peer can improve
- Children coaching one another

Activating students as owners of their own learning

Self assessment strategies to include:
- Children self-marking answers

- Identifying their own misconceptions and correcting (purple polishing)
- Assessing against a success criteria

2 - Local & Summative Assessment - principles in practice:

Who will use the information provided by this assessment?

- Assessment information will be used by teachers, leaders, pupils and parents. With information presented in a clear way for each of these stakeholders, learning can be understood clearly and next steps to improving outcomes can be planned.

Will it give them the information they need for their purposes?

- With Balance and the data analysis views that it produces, it is clear to see how secure a pupil is in their knowledge of the previous year's curriculum and how ready they are for progression.

How will it be used to support broader progress, attainment and outcomes for the pupils?

- The analysis section of Balance allows us to see progress and attainment outcomes for pupils
- We also consider rates of progress in year for pupils, groups & cohorts
- Information in the system will then support next teachers in providing the appropriate challenge and support