



The purposes and principles of assessment

The primary principle of assessment is that it should be fit for the purpose intended and manageable. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, valid, reliable and free from bias and that support's teacher's professional judgement. Assessment information is based on a variety of evidence; it is targeted and appropriate for informing teaching and learning.

School will ensure that all pupils, including those with SEN and disabilities are assessed appropriately and effectively in line with the purposes and principles of inclusive assessment.

Assessment should mean that:

- Pupils develop a better understanding of how they are doing and where they need to target their efforts to progress. This should foster a sense of responsibility for their own learning and should result in more meaningful dialogue between pupil and teacher about the pupil's attainment and progress;
- Parents should see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers provide helpful information about what their child knows and understands and to clarify how they, as parents, can support their child's continued progression;
- Teachers should feel confident in using assessment to better inform their teaching practices and lesson planning. Over time, assessment in all its forms is integral part of day-to-day teaching, avoiding the need for unnecessary tracking and recording. Teachers should see a greater responsiveness in pupils to assessment feedback.

Effective assessment will be clearly tied to its purpose. Before designing or selecting an assessment method, school will consider:

- *Why pupils are being assessed?*
- *The things which the assessment is intended to measure*
- *What the assessment is intended to achieve?*
- *How the assessment information will be used?*

Success criteria:

- A greater professional expertise in assessment for example improved confidence in discussing assessment;
- assess pupil performance against relevant benchmarking data;
- overall improvements in teaching and learning practice;
- pupils involved in assessing their learning and performance;
- children understand their targets and what they need to do to make further progress;
- improved engagement between parents and school;
- improved outcomes for pupils.
- use a range of assessment strategies to assess pupils' learning;

- understand the relationship between assessment, setting pupil targets and progression
- collaborate with other schools to make assessment more effective at the classroom and whole-school level.

Mastery in assessment

At APS Mastery denotes a focus on achieving a deeper understanding of fewer topics, through problem-solving, questioning and encouraging deeper thinking. It is our belief that with this 'mastery' approach all children can achieve a high standard and that the purpose of assessment is not differentiation, but ensuring all children have grasped fundamental, necessary content. We define mastery as exceeding age related expectations.

Pupils are required to demonstrate at least the expected standards of the learning from each unit before being allowed to move on to the next. Some children may take longer and need more help, but all will get there in the end. Assessment is built into this process.

In developing approach to assessment, we have taken the opportunity to make "mastery for all" a genuine goal.

Different types of assessment and their purposes

Different forms of assessment may serve different purposes for different people and different activities, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

There are three broad overarching forms of assessment, each with its own purposes:

- **Day to day formative assessment**
- **In school summative assessment**
- **Nationally standardised summative assessment**

There is no 'one-size fits all' system for assessment. The best forms of in-school formative and summative assessment will be tailored to the school's own curriculum.

Formative Assessment

Pupils will undertake formative assessment that shows what they have learned well and what they still need to work on, and identify specific gaps in learning e.g. 'corrective' activities to help them do this.

Formative assessment should ensure that pupils have regular opportunities to engage in effective question and answer during class, produce work which exemplifies their learning, demonstrate their learning in a variety of ways and consolidate learning with appropriate homework.

In all lessons, teachers can assess through formative questions that focus on the different aspects of the concept being assessed. The questions can be used to uncover a pupil's reasoning behind the answers. The continuous process of dialogue and interaction between teachers, pupils and peers is an essential part of formative assessment. At APS we are using Blooms Taxonomy to develop better questioning with children to assess prior learning; explore the concept in greater depth and to identify and address any misconceptions. Exploring wrong answers can also be beneficial.

Examples of Formative Assessment:

- Question and answer during class
- Marking of pupils' work

- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

Summative assessment

The purpose of summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching. It may have multiple audiences, including pupils themselves, parents, teachers, school leaders and inspectors, and each may have different requirements for the kinds of assessment data that should be collected and how it should be analysed and presented.

It can occur at different intervals such as weekly, on completion of a topic of work, at the end of each term, or at the end of the year. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning, sometimes in numerical terms. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each pupil's achievements.

Examples of Summative Assessment:

- End of year exams
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

Measuring pupils' progress over a short period is unlikely to be helpful or reliable and it should, therefore, not be necessary to conduct and record in-school summative assessment for monitoring progress more than once a term. Ofsted does not require progress to be recorded with any particular frequency.

APS is using a range of assessments that are commercially available that have been externally validated. The tests are administered in line with the test protocols. Information provided supports teaching and learning.

Summative assessment should:

- take account of all the objectives or outcomes of the programme of study/ topic;
- make use of several short assessments rather than the 'big test' at the end of the year;
- take account of formative assessments throughout the year;
- provide feedback on what learners did or did not do well; and
- provide teachers with insights into what pupils have and have not learned in order to adjust and refine their teaching.

At APS, summative assessment is one that provides schools with information they can use to monitor and support pupils' progress, attainment and wider outcomes. Teachers use this information to inform the next steps in their planning or to highlight gaps in pupil knowledge and identify areas that they may need to re-emphasise. The information gathered from summative assessment is also analysed at whole-school level for benchmarking and target setting. Moreover, it will be used to inform parents of pupils' development and progress, foster an effective home-school link, and promote home learning.

Standardised tests

Schools may choose to use a variety of standardised tests, both written and computer-based, as part of their planned assessment arrangements. Schools should plan a suitable time of year for standardised testing. Early in the year schools can use this as a diagnostic assessment to help identify strengths and weaknesses and therefore priorities for planning teaching and learning activities. If used at the end of the year standardised testing can become summative.

Individual teachers and schools should use the data that standardised testing gathers to inform their planning for:

- teaching and learning;
- identifying weaknesses in English and Maths; and
- measuring pupil progress.

Schools should use a range of assessment throughout the year to inform planning, teaching and learning and to measure the progress of individual pupils, classes, and the whole school.

Standardised testing takes place at APS to:

- monitor the progress of individual pupils;
- compare pupil progress in each class or year group;
- compare progress in and between Key Stages; and
- compare pupil attainment with other school national averages.

The data from standardised testing is used to plan their next steps at classroom level.

Nationally Standardised Summative Assessment

External national tests are administered in May to identify those children that have met the curriculum standards for Key Stage 2. We use standardised tests to identify the achievement for children in year 3 to 5.

At APS we recognise that achieving a good balance between meeting these multiple requirements and keeping the workload manageable is a significant challenge.

Quality Assessment Approaches

Teachers give pupils a range of challenging assessment opportunities across all curricular areas. They use a variety of assessment approaches that allow pupils to demonstrate what they know, understand and can do. Teachers provide opportunities for pupils to be assessed as individuals, when working with a partner, and as part of a group. Using a single method of assessment is unlikely to give a comprehensive, or indeed adequate, profile of a pupil's learning. Teachers use a broad range of assessment approaches, for example:

- effective questioning;
- teacher observation;
- peer and self-assessment.

Effective Questioning:

This should be an integral part of good assessment practice. Effective questioning has two main purposes, it:

- helps teachers with assessment;

- encourages pupils to develop their communication skills, through listening and responding. Teachers can encourage pupils to use thinking skills to inform their answers. Teachers encourage pupils to think and ask meaningful questions to develop their understanding. They create a safe learning environment where pupils feel affirmed. They use questioning strategies to enable pupils to become effective learners; take risks; and analyse their mistakes.

Teacher Observation

Over time, teachers ensure that they have opportunities to assess each pupil individually, with a partner, and as part of a group, keeping a record of evidence. Throughout all assessments, teachers build a holistic picture of each pupil and not just observe the pupil in one specific area.

Teachers record their observations in their planner, or use photographs, videos or audio recordings as evidence. Observation used for assessment can be both formative and summative. It can provide evidence to confirm to the teacher what the pupil can do. It should also inform the teacher about the pupil's learning and what their future needs may be.

Peer and Self-Assessment

Peer assessment involves pupils of similar abilities assessing each other's work and giving constructive feedback. Teachers plan and provide opportunities and encourage pupils to review and evaluate each other's work to help them understand how to make improvements.

Self-assessment involves pupils making judgements about their own learning and achievement and deciding how to progress in their learning. Teachers model the process for pupils and encourage their pupils to reflect on what they have learned and how they learned it. Pupils use self-assessment by providing a simple colouring of a circle (traffic light), see below and the schools marking policy. This can be seen against the learning intention at the end of a teaching and learning activity. Through this system, the children demonstrate how well they think they have performed in relation to the learning intention. This should help pupils to identify gaps in their learning, and enable them to be involved in setting targets and identifying the next steps to improve their learning. Teachers can also use this to quickly establish if a child has understood the task and assessed appropriately.

They should use the following code:

Green – achieved, LI fully understood / acquired and can use the skill taught;

Orange – starting to understand / develop / acquire skills;

Red – unsure / need further support / instruction.

Teachers foster a supportive classroom culture to encourage their pupils to engage in a range of peer and self-assessment strategies. Peer and self-assessment also gives pupils opportunities to celebrate their successes.

School Curriculum

Our curriculum is designed to promote deep, secure learning for all, with extension of able pupils (more things on the same topic) rather than acceleration (rapidly moving on to new content). Assessment of pupils' attainment and progress is directly linked to our curriculum.

At Alexandra Primary School we believe that our curriculum should be rich, exciting, engaging and inspiring, and meet the needs of all children whatever their ability. Our school curriculum includes

the requirements of the National Curriculum and the knowledge, skills and activities that meet the need of the school community. There is also a range of extra-curricular activities that the school organises in order to enrich the experiences of the children.

It also includes that which the children learn from the way they are treated and expected to behave. Alexandra Primary School has identified through discussion with children, staff, parents and Governors, values as part of The APS Child. Of these two stand out as being key to develop with the school community.

- Respect – treating others as you would like to be treated.
- Compassion – focussing on what we have in common with each other and not differences.

We set British Values in the context of these two key values. We aim to teach our children *to be prepared for their future, have the skills to succeed, know how to think and learn in order to overcome whatever challenges they might meet and to make the most of every opportunity.*

Recording Assessment Information

The primary purpose of assessment is to inform teaching and learning. At APS assessment identifies learning needs and provides information for teachers and pupils about where pupils are going, how close to it they are and what they need to do to get there.

There is no intrinsic value in recording formative assessment; what matters is that it is acted on. If it is acted on, there is likely to be other evidence (e.g. in pupil work, or lesson plans) to show this. Unnecessary recording of assessment outcomes should be avoided. APS shares assessment information for the following:

- Reporting to parents
- Pupil progress meetings
- Reporting to Governors on Pupil Outcomes and progress towards ARE, including information about groups

Benchmarking

All children are benchmarked in reading, writing and maths on entry to their year group. We use this information alongside previous end of year assessments to establish starting points and skills and to plan to fill gaps in learning. This information is then used to help set targets for the year.

Teaching, learning and assessment

Careful planning is essential for teaching and learning across the curriculum and assessment should be complementary and aid the progression of the pupils.

When making judgements about the effectiveness of teaching, learning and assessment, school will evaluate the extent to which:

- assessment information is gathered from looking at what pupils already know, understand and can do, this is reported to parents / carers and outside agencies as appropriate.

- assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well;
- except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers.
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

Outcomes for pupils

The school improvement focus is to further improve outcomes for all children and groups. School will evaluate this target against the following:

- *pupils are making good progress towards meeting or exceeding the expected attainment for their age against APS's standards criteria;*
- *all pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these;*
- *all pupils, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content.*

Evidence about the progress of current pupils will be gathered through:

- *observations in lessons*
- *discussions with pupils about their understanding of things they have been learning about*
- *scrutiny of pupils' acquisition of knowledge, understanding and skills over time as shown in their work, including that in their books*
- *the school's own information*

Effective Use of Data and Target Setting

To manage and use assessment data effectively, APS have a whole-school approach. Using data effectively can enhance teaching and learning, improve learning outcomes, and contribute to raising standards. There are assessment procedures in place for gathering and recording assessment data, and for monitoring and tracking pupil progress against individual and class targets. This helps identify low achievement and underperformance, enabling teachers to put intervention strategies in place to support pupils to improve their learning.

Currently, Alexandra Primary School sets targets for English, Maths and Science. The targets are placed at the back of pupil books and are linked to the objectives that the children are working towards.

Class teachers set targets for pupils at the beginning of the school year based on the range of information available. Where possible school strives to involve the pupils in target setting to encourage motivation for individual pupils and the class. Teachers then monitor and review the targets regularly based on the individual's progress towards them.

Quality Assurance

To ensure our assessment processes are consistently implemented and accurate across the school we have developed a Quality Assurance Policy within our soft federation – The Hounslow Mini Hub. The aims of this policy are:

- *To ensure that all pupils receive a high standard of education that meets or exceeds the needs and expectations of stakeholders – pupils, parents and staff;*
- *The standard of education provided and the methods used will be consistent and effective throughout the school and have at their core the values of raising the aspirations and achievement of all pupils;*
- *The school will provide a clear structure for monitoring, evaluating and reviewing standards across the school.*

All members of staff have a responsibility for ensuring pupils receive an education of the highest quality. Some staff have specific roles and responsibilities for aspects of quality assurance.

Reporting

Reporting at APS supports and improves learning. It provides useful information to pupils and their parents. For example:

- what they have achieved;
- how they performed against expectations in each subject; and
- how much effort they made.

Effective reporting procedures aim to:

- be efficient and manageable;
- reflect the integrated nature of assessment and reporting;
- be based on the teachers' professional judgement and on dependable assessment evidence;
- be child-centred and focus on the individual;
- support improvements in pupil learning;
- encourage pupil motivation and commitment to learning;
- provide meaningful detailed information about pupils' achievements and progress and how they can improve their learning;
- support planning for future learning;
- encourage parents' involvement in their child's learning.

Joint Professional Development (JPD)

The three essential strands of teacher expertise relate to pedagogy, curriculum and assessment. Alexandra Primary School believes that every teacher should have the opportunity to become skilled and confident at assessing pupils' learning and should develop a rigorous and shared understanding of all aspects of summative and formative educational assessment. Teachers should

be confident in explaining technical aspects of data such as: ‘scaled scores’ and the strengths and weaknesses of assessment.

APS firmly believes in the importance of engaging pupils and parents in the assessment process. The use of a wide range of formative assessment as an embedded part of day-to-day pedagogy is an important aspect of this.

School will use JPD to review practice, evaluate and develop how we use assessment to improve outcomes.

Roles and Responsibilities:

The Primary purposes of day to day in-school formative assessment	
For Pupils	<ul style="list-style-type: none"> To measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
For Parents	<ul style="list-style-type: none"> To provide parents with a broad picture of where their children’s strengths and weaknesses lie and what they need to do to improve.
For Teachers	<ul style="list-style-type: none"> To allow teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
For school leaders	<ul style="list-style-type: none"> To provide a level of assurance for school leaders and enables leaders to identify areas for improvement and evaluate the progress of every child.
For the Government	<ul style="list-style-type: none"> The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.
For Ofsted	<ul style="list-style-type: none"> Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning.
<p>“Ofsted recognises that marking and feedback to pupils, both written and oral are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.”</p>	
The Primary purposes of In-school summative assessment	
For Pupils	<ul style="list-style-type: none"> To evaluate and develop a pupil’s learning.
For Parents	<ul style="list-style-type: none"> To provide information about progress, achievement and wider outcomes.

For Teachers	<ul style="list-style-type: none"> To evaluate both pupil learning at the end of an instructional unit or period (based on pupil level outcomes) and the impact of their own teaching (based on class-level outcomes).
For school leaders	<ul style="list-style-type: none"> To monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supposed to achieve sufficient progress and expected attainment.
For the Government	<ul style="list-style-type: none"> The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suits their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).
For Ofsted	<ul style="list-style-type: none"> Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.
The Primary purposes of standardised summative assessment	
For Pupils	<ul style="list-style-type: none"> To provide information on how pupils are performing in comparison to pupils nationally.
For Parents	<ul style="list-style-type: none"> To provide parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
For Teachers	<ul style="list-style-type: none"> To help teachers understand national expectations and assess their own performance in broader national context.
For school leaders	<ul style="list-style-type: none"> To enable school leaders and school governors to benchmark their school's performance against other schools locally and nationally and make judgements about the school's effectiveness.
For the Government	<ul style="list-style-type: none"> To allow the government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.
For Ofsted	<ul style="list-style-type: none"> To provide a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Monitoring and Evaluation

School will monitor the effectiveness of this policy by evaluating the impact for the following by a range of leadership groups, including Governors:

Outcomes for Pupils

- Pupils are making good progress towards meeting or exceeding age related expectations - outcomes and school data;

- All pupils are set challenging targets given their starting points and are making good progress towards meeting or exceeding these – targets in books and next step marking against the learning objectives from our curriculum;
- All pupils, including more able, do work that deepens their knowledge, understanding and skills, rather than simply undertaking more work of the same difficulty or going on to study different content – evidenced in planning, lesson monitoring, book scrutiny and learning walks.

Teachers and Learning Support Staff:

- All teachers and LSA's, across each year group are involved in collaborative working, professional discussion, and sharing assessment practice. This will build their capacity for contributing to quality assessment.

This policy will be reviewed termly to ensure that our bespoke model is developed from practice to support learning.

In developing this statement APS staff have considered the following questions:

1. When planning what will class teachers need to consider?

Assessment is an integral part of our Curriculum. It reflects curriculum requirements to provide constructive, motivating and challenging learning experiences. This enables children to gauge their own progress and potential and take informed action towards ongoing improvement. Teachers can use a variety of assessment techniques as part of an integrated approach to teaching, learning, planning and assessment. When planning assessment, they should ensure that it is purposeful and fits in well with the work they are assessing.

2. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

Assessment information will inform whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. A pupil has been able to demonstrate application of a skill with increasing independence or confidence.

3. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

It is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.

4. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

Assessment information will help in identifying which pupils to target for additional support or which areas of the topic to recap, to teach again in a different way, or how to focus future teaching plans.

5. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

Teachers will be regularly assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding. They will be providing opportunities for exploring a concept in greater depth before moving on to new work.

6. What is the quality of the assessment information that is being recorded?

There is no point in collecting 'data' that provides no information about genuine learning. The underlying assessment processes must be valid and reliable to capture authentic learning with adequate precision, moderated or standardised if appropriate.

7. How much time will it take teachers to record the information?

School regularly reviews this consideration, keeping in mind the balance between collection, recording and using assessment and time being spent planning, marking and providing feedback.

8. How frequently is it appropriate to collect and report assessment data?

Recording summative data more frequently than three times a year is not likely to provide useful information. Over-frequent summative testing and recording is also likely to take time away from formative assessments which offer the potential not just to measure pupils' learning, but to increase it. Frequency of data collection and reporting taking clearly needs to be kept under review.

The links between the three components of teacher expertise – curriculum, pedagogy and assessment – will be stronger because of the range of assessments that we use so that the full curriculum is being delivered effectively and is being accessed by all pupils.

9. How will assessments be standardised and moderated?

In order to validate the different assessments we use; APS moderates in school within year groups and phases and uses external moderation across the soft federation. Discussions are held in team, phase and pupil progress meetings to support the accuracy of teacher assessment. Where problems arise, moderation activities are used to confirm judgements.

For teacher-based assessment to be reliable, we ensure that the variation in the standards that different teachers apply and any potentially biased judgments are minimised. This necessitates professional dialogue by teachers and internal standardisation in year groups (where applicable) and throughout the whole school, as appropriate.

Internal standardisation involves the whole staff and Key Stage groups or year groups, as appropriate, discussing pieces of pupil work and assigning agreed levels. This process ensures that assessment judgements are consistent.

As part of the standardisation process, teachers consider the work produced by pupils using a pre-determined criteria in order to reach a common agreement on standards as being typical of work at a particular level. This is a collaborative and ongoing process.

As part of their continuous professional development, teachers should have opportunities to discuss assessment and standards by participating in internal standardisation meetings with opportunities to work collaboratively. This helps teachers to develop consistency in their judgements by agreeing criteria and applying shared standards across the school. The assessment co-ordinator should facilitate these meetings to enable teachers to meet to review, discuss, and agree standards for samples of pupil work.

10. For SEN children working well below year group expectations, how do we record progress for this group?
11. When benchmarking, will every objective have to be coloured, even if they have not yet been covered?
12. What if assessment falls short of previous assessment of a child?
13. Do we need to use the same ongoing summative assessment within the year group? For example all classes use the same science quiz?
14. Is every child working towards until they have met every KPI?
15. With writing assessment, how do we record the evidence in children's writing, e.g. highlight?
16. To what depth do we go into the assessment criteria when communicating to parents?
17. When a child is assessed against an objective, can they go immediately to exceeding if appropriate? Or is there a rule about passing through?
18. Will pupil asset keep a track of what has changed with working towards, expected and exceeding. Being met for each child to show their progress.