

## **ASSESSMENT POLICY**

### **1. Rationale and Aims**

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>

These recommendations highlight an approach which we have employed for a number of years and this consists of:

- A. Day-to-day in-school formative assessment
- B. In-school summative assessment
- C. Nationally standardised summative assessment

The purposes of these forms of assessment at Gothic Mede Academy are:

- to inform curriculum planning
- to help teachers adapt lessons to ensure children are challenged and are provided with opportunities to progress
- to support teachers' self-evaluations of their practice to allow them to adapt their teaching strategies and approaches
- to identify specific areas for development in individual pupils and allow teachers to support and extend appropriately through educational provision
- to help pupils identify their strengths and areas to develop and consequently act upon these to consolidate and extend their knowledge, skills and understanding
- to inform parents of their children's strengths and which areas they are working on – this can contribute to parents and the academy working together to support children's progress
- to provide assurances to school leaders that children are being supported and challenged where appropriate
- to allow school leaders to monitor the performance of pupil cohorts and identify where interventions are required – for pupils, for specific staff development and when creating a development plan for the academy
- to compare pupil performance to national standards and outcomes, supporting the setting of aspirational targets which contribute to high standards and continued progress through the academy trust
- to enable the local governing body and academy trust leaders to hold school leaders to account for pupil outcomes

Through reflective practice and performance management, teachers are also required to meet the expectations of assessment described in the Teachers' Standards.

### **2. Policy**

- A. Day-to-day in-school formative assessment

The day-to-day assessment of pupil's progress is conducted with attention to a number of sources of evidence:

- Pupil's verbal contributions individually, in groups and in class
- Pupil's recorded (e.g. written, drawn etc.) responses to activities and tasks
- The results and evidence of tests and other assessments
- Marking against success criteria and 'toolkits' – these can be self, peer or adult assessed

Teachers can use this to inform formal or informal assessment records. Target Tracker is used to record individual pupil's attainment against National Curriculum objectives in reading, writing and maths.

#### **B. In-school summative assessment**

At Gothic Mede Academy we use Target Tracker as a tool to contribute towards in-school summative assessment. 'Statements' (National Curriculum objectives) can be highlighted to show attainment at 'Working towards', 'Achieved' or 'Mastered' levels and these can feed into reports which can be used to analyse pupils' progress and attainment, subsequently informing planning and provision.

Although data about the percentage of Statements achieved can be translated into a summative assessment 'Step', these percentages of Statements data are more valuable to inform next steps and to assess whether a child is on track to achieve age related expectations at national assessment points. The data can also be used to determine whether each child is making sufficient progress. Steps can be used as rough indicators of progress towards age related expectations but teachers' knowledge of their pupils, informed by a variety of evidence, is much more valuable in meeting the aims of assessment at Gothic Mede Academy.

~~Half~~ Termly, teachers update school leaders on their pupils' progress towards targets and together they discuss what can be implemented to ensure children receive the support and challenge that they need. This is done through ~~class~~ **year group data** analysis reports and pupil progress discussions.

In addition to achievement and progress towards National Curriculum age related expectations being measured, we also use more specific diagnostic assessments to inform the provision we put in place for children who have additional educational needs.

#### **C. Nationally standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the academy is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables school leaders to benchmark the academy's performance against other schools locally and nationally, and make judgements about the academy's effectiveness.

# **GOTHIC MEDE ACADEMY**

## **ASSESSMENT POLICY (2023)**



At Gothic Mede Academy, the results of the following assessments are submitted to the local authority and subsequently to central government:

- Early Years Foundation Stage Profile
- Year One Phonics Screening Check
- Key Stage One interim teacher assessment framework judgments at the end of Year Two
- Year Four Times Table Test

Information on feedback and marking can be found in the Feedback Policy (2022).

### **3. Monitoring and Evaluation**

It is the responsibility of the Principal, Assessment Coordinator and the governing body to monitor this information.

### **4. Implementation and Review**

This policy will be made known to all staff, parents/carers and governors, and published on Gothic Mede Academy's website. Copies are also available upon request from the academy office. This policy will be reviewed two yearly or as required.

### **5. Author and Date**

Written by:

Thomas Clarke, Vice Principal – May 2016

Updated: April 2021

Updated: September 2023

Ratified by governors October 2023

Review: October 2026