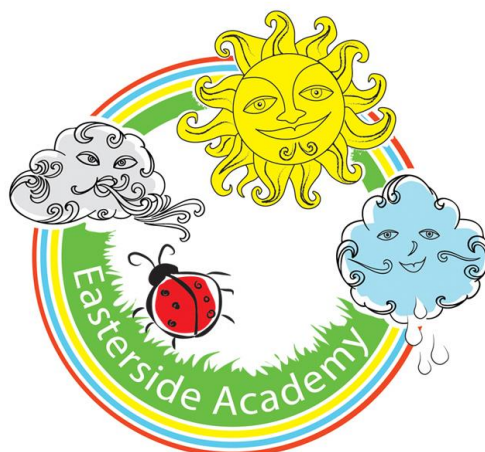


EASTERSIDE ACADEMY

ASSESSMENT POLICY



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Following the removal of National Curriculum levels, Easterside Academy took a considered approach to introduce effective systems for both assessments for teaching and learning and for tracking pupils' progress.

1. Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assist teaching staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Easterside Academy we ensure that the targets set for pupils are both realistic and challenging. These are identified and discussed with both pupil and parent/s through a 'Learning Conversation' each term.

2. Principles of Assessment followed at Easterside Academy

We recognise that assessment is a vital element of careful curriculum planning and that it has four purposes:

- **Diagnostic**, i.e. determining knowledge, skills and possible weakness.
- **Formative**, i.e. providing information that assists further planning.
- **Summative**, i.e. summarises individual pupils overall attainment and progress.
- **Evaluate**, i.e. providing information about teaching methods and about the suitability of resources and in-service training.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in the learning, where they need to go next and how best to get there.

- **Assessment for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning objectives/goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand their objectives/goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use them to inform the next step/s of learning for individuals and groups of learners. Children are also proficient with using a variety of assessment strategies including 'Scaling' (self assessment) and 'Peer Assessment' techniques.

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- **Assessment should take account of the importance of learner motivation.**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self assessment.

- **Learners should receive constructive guidance about how to improve.**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work and respond to the Academy's marking policy. Pupils responding to marking can be clearly seen in books through the use of a 'green pen'.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and capacity to take charge of their learning through developing the skills of self and peer assessment. An Assertive Mentoring approach is also used to promote this through 'Learning Conversations' between teacher, pupil and parent/s.

- 3. Methods for collection and interpretation of data should include the following:**

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- Agreed marking procedures that include the pupil as much as possible and allow the child to improve their work.
- Agreed setting of targets in key areas of focus. To be agreed by teacher, pupil and parent/s.
- Observation of work both in and out of the classroom – use of snap shot observations where appropriate.
- Use of Target Tracker – updated at least half termly.
- Oral questioning and recording of answers.
- Through observation of problem solving and specific investigations.
- By application of specific tests.

Subjects are assessed during each half term using a variety of evidence. Progress is identified and recorded on Target Tracker.

4. Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SENCO and G&T leaders within school.

The SENCO and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEND policy in helping every child achieve his/her own potential. Targets on Individual Education Plans and Provision Maps are assessed three times a year and achievements are used to plan the next steps in learning.

(See: SEND Policy / G&T Policy / Marking Policy)

5. Tracking Pupil Progress and Attainment – Target Tracker

At Easterside Academy we use an Essex based pupil tracking system called 'Target Tracker' to track the progress and attainment of pupils in relation to the new National Curriculum and Age Related Expectations (ARE).

As well as tracking the progress and attainment of the core subjects including Science, Target Tracker is also used in relation to some of the Foundation Subjects: History, Geography, Art, DT, PSHE, Computing, RE, Languages.

Target Tracker is organised into BANDS. Each band reflects the curriculum and expectations for each year group. E.g. Band 1 is Year 1; Band 2 is Year 2 etc. For most children they will be working in the band for their current year group. Children with SEND may be working within a lower band.

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Each band is broken into six STEPS. These steps are:

Beginning	Beginning +
Within	Within +
Secure	Secure +

There is an expectation that at least 65% of pupils will be 'Secure' in their band by the end of each year. This is ARE and where children will be working at mastery level where they are able to use and apply their skills and knowledge in a variety of different contexts. This level is where pupils understanding is broadened and deepened. At Easterside Academy it is expected that pupils make at least five steps progress within a year and from their initial starting place.

Teachers are expected to update the data on Target Tracker at least at the end of each half term. They can access this both from school and home. Teachers have been initially introduced to an identified analysis sheet that they then produce in preparation for the half termly Pupil Progress Meeting. This analysis sheet is linked to ARE.

6. Pupil Progress Tracking Sheets

Teachers at Easterside Academy are expected to own their own data. All teachers from Year 1 to Year 6 use a pupil progress tracking sheet devised by the Senior Leadership Team. This sheet identifies gender / SEN / Pupil Premium / G&T pupils in each class. It also allows the teacher to clearly keep track of the number of 'steps' each child is making throughout the year. Teachers use the tracking sheet to support the evidence of their pupils progress at Pupil Progress meetings and through the Performance Management process.

7. Pupil Progress Meetings

Pupil progress meetings are held half termly. Each team's progress meeting is led by a member of the Senior Leadership Team (SLT) and monitored during the year by a member of the Governing Body.

Teachers are expected to come prepared for the progress meeting with:

- Pupil Progress Tracking Sheet.
- Own class analysis of data.
- ARE analysis sheet from Target Tracker.

Following the Pupil Progress Meeting these documents are then handed into the Head Teacher. The Head Teacher and SLT carry out further half termly analysis and share with teams. All discussions and analysis feed into planning and intervention plans for the next half term.

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8. Other Assessments Used:

Formative	Summative
Individual reading records Individual spelling records Individual phonic records Marking and feed forward comments in pupils books Early Years Observations Snap Shot Observations Annotated planning	SATs Results Phonic Screening Summer Reports Pira Assertive Mentoring Tests Target Tracker Foundation Reception Baseline data Foundation Profile data Spelling Tests Pupil Progress Tracking sheets

9. Subject Leaders and Foundation Subjects

In order to be able to talk about standards in each subject, at the end of the year subject leaders use Target Tracker to collate the data for each year group in relation to ARE. This information is then analysed and action identified for the next academic year. This feeds into school improvement planning.

Those subjects with separate assessment procedures from Target Tracker are: Physical Education (PE), Music, PSHE, RE.

10. Moderation

Standardisation of judgements will arise through informal discussion; planned moderation and levelling of work at meetings; communication with subject leaders; work with external auditors; compilation of levelled portfolios of work; CPD; SATs training; moderation with schools in other groups e.g. LA, Discovery Alliance, Cluster.

At Easterside Academy we have at least one member of staff moderating for the Local Authority within each phase: Early Years / (KS1) Year 2 / Year 6 (KS2).

11. Reporting

It is our policy to offer parents / carers the following arrangements:

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- All parents are invited into school for an informal meeting when their child starts nursery. They receive a written report home when an initial baseline is taken in the first few weeks of entry.
- All parents are invited to a transition meeting before their school starts full time in Reception and a further meeting when pupils move from KS1 to KS2.
- All parents are invited to a 'Learning Conversation' with their child and class teacher in the Autumn and Spring Term. Further opportunity is also offered in the Summer Term following the annual reports.
- All parents of SEND pupils attend an annual review meeting to discuss progress and targets.
- Parents receive a written record of their child's achievement in the second half of the Summer term each year. This details the child's academic achievement with reference to the Foundation Stage Curriculum / National Curriculum as well as recognising personal and social development and achievements. It includes where the child is in relation to Age Related Expectations and a grading for effort. In the core subjects, a next step target is also identified with suggestions as to how to help at home.
- Phonic Screening reports are sent home in Year 1 and also Year 2 for those that have re-sat the test.
- The school operates an open door policy and staff are available for informal and formal consultations where necessary. School opens at 8.40am for KS2 and 8.45am for Early Years and KS1, daily to allow opportunities to communicate effectively with parents. There is also opportunity at the end of the day.
- Additional appointments to discuss individual children are available on request.