

ALAMEDA MIDDLE SCHOOL



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ASSESSMENT POLICY

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1 AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2 LEGISLATION AND GUIDANCE

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3 PRINCIPLES OF ASSESSMENT

The purpose of assessment at Alameda Middle School is to:

- Enable teachers to plan effectively for the next steps in learning for their class, for groups of children and for individual pupils
- Enable teachers to set high expectations for pupils
- Help children take ownership of their own learning and plan their next steps
- Provide parents and carers with information they need about their child's learning and achievement at Alameda
- Enable school leaders to evaluate and action on-going school improvement.



4 ASSESSMENT APPROACHES

At Alameda we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Formative assessment (assessment for learning) involves the use of assessment in a range of day-to-day classroom based activities to raise pupil achievement and their progress.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment procedures are used to identify the achievement of pupils during lessons; they may involve targeted questioning, observing and listening to pupils as they learn, discussing learning with pupils to elicit their understanding, marking pupils' work, use of mini whiteboards for feedback, use of quizzes and short test style questions to assess knowledge, skills and understanding.

Findings, including any gaps or misconceptions are then noted and utilised to ensure that future teaching is designed to specifically meet the needs of the children.

Pupils will contribute to self-assessment and peer assessment, materials for self-assessment and peer assessment, where they will be provided with or contribute to the success criteria relating to the learning objective.



4.2 In-school summative assessment

Assessment of learning (summative assessment) involves making a judgement of pupil attainment at a given point in time and, where appropriate, comparing the judgement against local and national expectations and outcomes.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessment language

Alameda Assessment Language	Definition	KS2 Assessment Language
Beginning	Working below the age related expectation.	
Developing	Working towards the expected standard. Meeting many of the objectives.	Working towards
Secure	Meeting age related expectation	Expected standard
Exceeding	Exceeding the age related expectation	Greater Depth standard



Termly Summative assessments

The use of Summative assessment at Alameda is summarised below:

Formal assessments are completed regularly and used to support termly teacher assessment of progress towards the end of year target. These include:

- Year 6 (Key Stage 2) maths and English mock SATs (November, February and March) – past and sample papers completed in reading, Spelling Punctuation and Grammar (SPaG) and maths
- Maths KS3 - End of term assessments (topic based), Quests (questions for every Key Learning Point), Diagnostic Questions pre and post topic
- Maths KS2 - Year 5 End of term Assessments (based on WhiteRose End of topic tests)
- English writing assessment linked to units of study (KS2 assessed using national writing criteria; KS3 using GCSE adopted criteria), SATs reading assessments termly for (KS2), GCSE essay style reading assessments linked to units of study (KS3).
- Science – Rising stars progress tests (KS2), assessed practical following “working scientifically” (KS2), end of term tests (KS3), termly “Badger” assessments (KS3)
- Humanities KS3 - Pupils are given a feedback sheet linked to assessment objectives showing those which fall into specific ranges of achievement – effectively giving them a summative grade in addition to the feedback needed to improve.
- History KS2 - Through the course of the units a range of tasks are formatively marked to build up a picture of individual pupils in terms of the range of skills that they have demonstrated and areas to develop.
- Geography KS2 - mini skills tests take place. These are then used to generate a summative grade displaying their progress at that point in the year. In year 6 some of the units use a summative test to assess the retention of learning by pupils.
- Values KS2 - After the end of each unit, students complete a self-assessment form, testing their knowledge and checking if information has been imbedded. From year 6 onward , there are several units, where students complete a written assessment, are used for examples of writing across the curriculum. In year 8, there is a Buddhism assessment, which is linked with Woodlands and assessed with Redborne RE department.
- Computing – At the end of each unit, pupils submit work, it is marked and a grade provided. During the unit, formative feedback is given, to help pupils improve prior to grading. Pupils complete the objectives through a range of activities and methods for self-assessment as well as peer reviewing.



Assessment information is also collected from

- Accelerated reader quizzes
- Times tables tests
- Reading ages – Termly STAR testing
- Spelling ages – Blackwell (start and end of each academic year)
- End of year assessment
- For English, maths and science, an end of year GL test is completed
- Teacher assessment, informed by tests and other assessment activities is used to determine an end of year assessment based on the summative Assessment Language indicated in the table above.

Following testing and assessment taking place, results are submitted for inclusion in the Schools Assessment Database where a profile of learning over time is constantly being built. Information gained from tests is used to inform teaching and learning so that lessons are relevant to children's needs and are designed to fill pupils' learning gaps. For maths and English at Key Stage 2, assessments are used to develop specific "Gap LO (Learning Objective)" starters and lessons.

Summative assessment at the end of the academic year will include a teacher assessed outcome based on pupils' work over time, verbal contributions to lessons and informed by outcomes from the tests and assessments listed above.

Termly, summative teacher assessment based on pupils' work over time, verbal contributions to lessons and informed by outcomes from the tests and assessments listed above are recorded to show if pupils are "on track" to their end of year target.

GL Tests are used at the end of each academic year as nationally benchmarked, externally marked assessment. They are used on entry (at the end of year 4 in lower schools) and then each year to show the four year journey in terms of progress. They are also used for gap analysis to inform planning for the current and successive cohorts.

English writing assessments are moderated externally through the year through links with other schools and the Local Authority Moderator.

Other subject areas seek opportunities to moderate outcomes externally where teacher assessment is used, using links within the Ampthill/Flitwick Learning Cluster and beyond.



Assessment Accuracy and Consistency

In order to ensure accuracy and consistency in assessment, at Alameda we carry out the following:

- In-house moderation during leadership, staff and subject meetings
- Moderation with other schools, organized locally
- Moderation courses and events organized by Central Bedfordshire Council
- Central Bedfordshire Council moderation visits.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- Nationally standardised summative assessments include:
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5 COLLECTING AND USING DATA

Assessment data is collected termly for all years and in addition following mock SATs and key writing assessments in year 6.

At each assessment point, the data is used to inform future teaching and planning and to identify pupils who may need additional support.

Systems are set up to ensure data collection will avoid adding to teachers' workload unnecessarily

6 REPORTING TO PARENTS

At Alameda, we believe it is important to keep parents and carers fully informed of their child(ren)'s attainment and progress in school. This is done through the following:



- Parents' evening – these are held in October (meet the tutor) and then either December (year 6) or January/February (years 5, 7 and 8)
- Interim reports – these are issued termly and include information about pupils' attainment in all subject areas, showing whether they are "on track" to achieve their end of year targets; they also provide information about the pupils' attitude to learning and attendance. These are a shorter report produced in the terms that pupils do not receive their full annual reports.
- Annual reports – these are issued in July (years 5 and 8) and December/January (year 6) and in April (Year 7) and include a detailed overview of children's attainment, progress and attitude to learning. Teacher comments provide additional supporting comments about specific, relevant aspects of children's learning relating to the curriculum and extra-curricular activities as well as involvement in the wider life of the school. Attendance is included, showing the total number of attendances for that pupil and the total number of authorised and unauthorised absences for that pupil, expressed as a percentage of the possible attendances

7 INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.



8 TRAINING

Teachers will be kept up to date with developments in assessment practice, and will be able to develop and improve their practice on a regular basis through access to CPD inside and outside school.

Assessment practices are included regularly in subject meetings and are included in whole staff training and meetings.

The senior leaders responsible for assessment will stay abreast of good practice by keeping up-to-date with education updates, and this will be shared through staff training.

9 ROLES AND RESPONSIBILITIES

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy



10 MONITORING

This policy will be reviewed every three years by [the Curriculum and Standards Committee. At every review, the policy will be shared with the governing board.

The Associate Senior Leader will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutinies,
- pupil progress meetings.

