



Manchester
Communication
Primary
Academy

Manchester Communication Primary Academy

Assessment

Policy

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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Assessment is a daily part of the life of the school.

Assessment, through questioning, recaps, retrieval questions, weekly quizzes, marking and feedback, is used by teachers to inform their planning and teaching, ensures that children know their next steps, what they need to do to improve and get the help they need to achieve those next steps.

More formal methods of assessment provide feedback on pupil progress, allow interventions to be set up to help the children achieve and ensures a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children to identify their own next steps;
- to be analytical, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – which is reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results (PiRA, PUMA, GaPS), are used to evaluate current practice and to inform future planning.

4. Assessment approaches

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

We use 3 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

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 is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions.

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 identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum, plan future lessons accordingly and develop intervention/booster groups.

For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

4.2 In-school summative assessment

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

In school summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of each term. It provides evidence of achievement

against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons/term.

This type of assessment is shared with parents at parent/teacher evenings and on the children's reports, which enables them to support their child's learning.

- **Writing** - children complete a "Cold Write" before every genre, which teachers use to assess what the children already know and inform planning and next steps. After the genre is taught, teachers plan for a 'Hot Write' three times in the term, which shows the progress the children have made and areas for further development.
- **Spelling** - Using the RWI spellings, teachers assess the children's spelling each week and collect the scores. This data then informs the termly assessment for Writing under the Spelling section. Teachers use the appropriate year spelling list to assess the children's spelling each term.
- **Maths** - teachers use PUMA assessments every term to provide evidence of achievement against the curriculum objectives and use the 'Chapter Reviews' from MNP (Maths No problem) to inform next steps and identify children who need extra support through boosters and intervention. In KS2, weekly multiplication table tests are conducted weekly, teachers take note of the children's scores and use to inform planning and offer support.
- **Reading** - teachers use PiRA to record progress and achievements against the national curriculum objectives and to assess grammar, teachers use GaPS assessment to assess against the national standard.
- **Foundation and Science** - teacher use summative assessment at the end of each lesson using the foundation assessment sheets provided. Teachers assess the children against the lesson objective by circling not (achieved), par (partially achieved), exp (achieved) or exc (exceeded). Teachers then use this, and the end of term quiz score, to form an overall grade when inputting data into the assessment system (termly).
- **Topic** - teachers assess the children's knowledge weekly, using a Knowledge Organiser Quiz and at the end of the term through an End of Topic Quiz. Children's scores are collected by teachers and shared with the Topic Lead.

Name can...	Which countries make up GB, the UK and the British Isles?				Locating the capitals and major cities of the UK.				Understanding and using the 8 points of a compass.				Describing the positional relationship between the counties of England.				Explore the county of Greater Manchester.				Name can...	Quiz Score	Overall					
	Not	Par	Exp	Exc	Not	Par	Exp	Exc	Not	Par	Exp	Exc	Not	Par	Exp	Exc	Not	Par	Exp	Exc			Not	Par	Exp	Exc		

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary.

Children who have not made expected progress or whom have fallen behind are targeted on the MAPs document for interventions and booster groups.

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:
- Early Years Foundation Stage (EYFS) profile at the end of reception

- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

4.4 EYFS assessment

The Reception Baseline Assessment (RBA)

- The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Statutory GLD Assessment

- In order for a child to achieve a GLD. They must be given the ELG in C&L, PS&ED, PD, L, M.

Nursery Baseline Assessment

- This includes a Welkomm screening with each child within the first 6 weeks and completion of a nursery on-entry baseline assessment activity booklet.

RWI Phonics Assessment (nursery & reception)

- Children will be assessed at the end of every half term and grouped accordingly in phonics groups. Reading homework/books will also be given out linked to what stage they are at.

White Rose Maths Reception Assessment (Reception)

- Children will be assessed at the end of every half term on the skills they have been taught in maths.

Assessment through Ongoing Observations

- Observing children within the areas of continuous provision is a crucial part of the practitioner's role.

Short Observations

- *Short Observations are completed by children's key worker, but any member of staff observing learning which is related to a child's next steps, or displays deep learning/engagement, would take the opportunity to record it and then tick off on tick sheet to avoid any child being missed.*

Nursery Observation Requirements

- **Autumn Term:**
 - 2 a week per child
- **Spring Term:**
 - 1 a week per child
- **Summer Term**
 - 1 a week per child and all children begin focused sessions. evidence gathering in books.
 - SEND children still have 2 a week.

Reception Observation Requirements

- During Autumn 1 children need to have 2 observations a week
- From Autumn 2 onwards - 1 a week per. Evidence in books.
- SEND children still have 2 a week.

Long Observations 'Learning Journey'

- *Completed by key worker which include next step and areas of Characteristics of Effective Learning ticked off and initialled. This is recorded and tracked on the tick sheet on display to ensure no child is missed.*

Nursery - 1 every half term - 6 in a year

Reception - 1 termly - 3 in a year (work in books in addition)

Work kept 'on file'

- Children in both nursery and reception will regularly produce work whilst accessing the provision. In reception, this is in addition to the work which is recorded in exercise books.
- A meaningful sample of this work should be kept in the children's folders. This means that, pupils will produce work which is sent home with them, put on display or filed elsewhere.
- The sampled work must:
 - Show the progress which pupils have made.
 - Be kept in chronological order
 - Include work which shows pupils accessing the full breadth of the curriculum.
 - Be annotated by staff, so that it is clear on reflection what work shows and be clearly dated.
 - Amount to no more than 2 pieces of work per week, and no less than 1 every 2 weeks.

5. Collecting and using data

Teachers will collect and input data onto our assessment system, Insight, at the end of every term.

The data will be used to inform MAPs meeting, projections, intervention/booster groups and to inform next steps in planning.

A child's data will only be shared in school, with their parent/s via their report and discussed during parents evening.

General data, results will also be shared with the LA.

6. Reporting to parents

Parents receive two assessment reports and one written report, with comments, during each academic year.

In KS1 and KS2 this explains their child's academic progress and assessment results in the core and foundation subjects.

SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year.

Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1.

Parents of children in the EYFS class receive a report based on the Early Learning Goals and parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher evenings take place twice a year, in the Autumn and Summer terms. During these meetings, teachers share the pupil's age related attainment against national expectations, areas for further development and the progress the pupils have made to date. Although parents who would like to come in and have an informal discussion about their child if there are concerns are welcome to do so by making an appointment at the reception.

Staff are prepared to make themselves available to discuss any parents' concerns. If it is not possible to speak to a parent at the end of the day, a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents. Parents of children with SEND may be given an additional opportunity to meet with staff and staff from the LA.

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

Staff will be kept up to date with developments in assessment practice by attending regular staff training sessions including data, assessment and moderation.

Further staff training will be arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment.

Staff members are obliged to attend and participate in staff training to ensure they stay abreast of good practice.

Feedback from the training will be shared with staff so that we continue to develop and improve our practice.

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 annually by Alan Mulvany, Assessment Lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Phase leaders are responsible for ensuring that the policy is followed.

Phase leaders will monitor the effectiveness of assessment practices across the school, through learning walks, moderation, lesson observations, book scrutinies, MAPs meetings.

11. Links with other policies

Curriculum policy

Early Years Foundation Stage policy and procedures

EYFS policy

Marking policy