

Policy title	:	Assessment Policy
Date approved	:	September 2022
Review date*	:	September 2024

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and re-circulated.

Aims:

At Tollgate we believe assessment to be an important part of the day-to-day management of the school. Because of this we share the belief that the consistent and constant use of assessment should:

- Enable teachers to pitch relevant, precise work that allows the children to flourish and progress to and above national standards.
- Allow teachers to give effective feedback on where the children are and where they need to progress to next.
- Allow children to work to specific, individualised targets so they are able to progress at all times in all subjects.
- Give children a platform to take ownership of their own learning ensuring they self-assess and do not rely on adult intervention.
- Inform planning so that lessons are correctly pitched and resourced, but can also be adapted in real time, to suit the needs of the children.
- Ensure that key groups of children are identified, tracked and provided with intervention, where necessary, to help diminish the difference.
- Enable us to report clear, concise information to parents, governors, LA and the DFE.
- Allow us to benchmark the schools performances against local and national standards.
- Help provide information that will inform whole school evaluation, strategic planning and whole school professional developmental needs.

How we assess

Formative assessment

An on-going process, which measures the children's learning, informs teaching and planning and allows teachers to personalise a child's learning and their targets. This is completed through a continuous process of questioning and feedback that allows children to deepen their learning and thinking processes. Children are encouraged to be self-reflect and edit their own work. They will have regular interactions with teachers who will give feedback and help to guide them to be independent using open questions. We do formative assessment through:

- Questioning. Open-end questions aimed at developing a deeper understanding of learning and getting the children to make links cross curricular and with previous learning
- Verbal feedback, which engages and encourages positive dialogue, which allows children to be supported, encouraged and challenged
- Written feedback with a red pen that focuses on the child's success and next steps. The red pen will be read and reflected on by the children with their green pen
- Success criteria being displayed at all times. This allows children to reflect on the lesson objectives throughout their learning time

Summative assessment

We use summative, test based, assessments to support our formative assessments of the children. Ways in which the children are assessed in this way are:

- Weekly spelling tests: 10-20 age-appropriate spellings
- Weekly Maths multiplication tests, To check and embed
- Termly NFER assessments for Reading (Years 1-5). These require children to apply their current knowledge and understanding to a number of 'cold' texts that they will not have had previous knowledge of but that will match a text type appropriate to that year group
- Termly NFER assessments for grammar (Years 1-5). These cover a range of grammatical concepts appropriate to that year group
- Termly NFER assessments for Maths (Years 1-5). These cover a range of mathematical concepts appropriate to that year group
- Termly Practise SATs Papers (Years 6) to include past papers. These enable teachers to assess current attainment and also provide pupils with opportunities

to practise test techniques specific to these particular assessments in preparation for the end of year SATs

- Half-termly written pieces in English designed to showcase the skills that the children are currently employing in their written work. These are displayed in writing books that follow the children throughout their time at Tollgate.
- Year 1 phonics test that takes place in the summer term focusing on the application of learnt phonic sounds into real and tricky words.
- Year 4 Multiplication Tables Check (MTC) – to test children on their knowledge and understanding of multiplication facts.
- Year 6 statutory tests (SATs) that take place in the summer term.
- Reception Baseline assessments - completed at the beginning of Reception to see where children are in terms of the English and Maths curriculum. We also complete baseline assessments on all Reception children in all areas to see whether they are on track to meet end of year targets. This helps us to target children that are developmentally behind and informs future planning.

Pupil Progress Meetings (PPMs)

Once every half term class teachers will meet with the Assessment and Diminishing the Difference (DTD) and intervention leads to talk through their class data and how the children are progressing. Focus groups in these sessions are:

- Pupil Premium Children (PP)
- More Able (MA)
- More Able Disadvantaged (MAD)
- Mid Phase Admissions
- Lowest 20%
- English as an Additional Language (EAL)
- Special educational needs (SEN)
- Autistic children
- Safeguarding concerns
- Stuck and slow moving

There will also be focuses linked to the school development plan.

Teachers will need to be able to justify their assessments of the children explaining how they will help children who are not on track. It will be an open discussion with the DTD and Assessment lead who will help suggest strategies and techniques to support under achieving children.

SLT and Curriculum Leads

At Tollgate we have the highest expectations of our children and the leadership teams therefore there will be rigorous cycles of reflection undertaken by members of SLT and ELT. These reflections will be through data looks, book and planning scrutinises, lesson observations and pupil interviews. Subject leaders will also use Educater to analyse trends in their subjects and pinpoint the strengths and weaknesses shown by the data. Termly ELT reports will analyse these reflections and leaders will be challenged to think of how they will further their subject development over the following term.

Educater

Teachers will assess their children continuously but will enter data values onto the Educater system at 3 different points of the year. Both formative and summative assessment enables the teacher to grade the child. The children will be assessed as one of the following against year group expectations:

- Working Towards** – currently working below age related expectations
- Age Expected** – currently working at age related expectations.
- Greater Depth** – currently working above age related expectations.

The data from Educater forms the basis of the following pupil progress meetings and ELTs.