



# SWALLOWTAIL FEDERATION OF CHURCH SCHOOLS ASSESSMENT POLICY

This policy has been written and agreed by the Stalham cluster and adopted by Stalham Academy, Happisburgh Primary School, Stalham Infants School and Ludham Primary School

Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

From September 2014, the Government introduced a New National Curriculum. The staff at Swallowtail Federation have reviewed and adapted the curriculum and assessment process in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- Stalham Academy will use a selection of assessment tools to assess what progress the children have made in the academic year.

*“As part of our reforms to the National Curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do.”* (Department For Education Website)

This Assessment Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations.

### 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), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. At Swallowtail we ensure that the targets set for pupils are both realistic and challenging.

### Moderation

Standardisation of judgements will arise through informal discussion, planned moderating of work at staff meetings, communication with subject co-ordinators, work with external auditors and compilation of evidenced identified children in the core areas of the curriculum / CPD / SAT’s Training /

attendance of moderation groups / working with other schools in the cluster on a termly basis.

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them.

### Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

### Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations.
- Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched.
- The information from assessment is communicated to parents on a termly basis through parent consultations.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

### Our Method of assessment

We use the online tracking programme provided by Pupil Asset. This programme is designed to incorporate accurate and frequent formative assessment by staff to inform summative judgements on children's attainment. Within this system progress can be measured through the analysing of summative judgements and individual NC strand achievements.

Teachers have access to the NC objectives for all year groups in Reading, Writing (inc' SPAG) and Maths.

From these, they formatively assess the extent to which a child has achieved this specific objective of the curriculum.

They would assess it as Beginning, Developing or Embedded. Example below:

Every child will be assessed formatively using the DNA ticks. This produces a DNA strip for each child identifying the number objectives taught and how many have been assessed as Beginning, Developing or Embedded.

Summative NC Maths Results					
	TOTALS	Beginning	Developing	Embedded	Not Achieved
Leon Atkin	1	0	0	1	50
Keira Beales	12	8	3	1	39
Milly Beasley	1	0	1	0	50
Sam Beasley	11	4	3	4	40
Honor Boughton	1	0	1	0	50
Summer Bowles	1	0	1	0	50
Ellie Burke	1	0	1	0	50
Jack Catchpole	1	0	1	0	50
Lucie Childerhouse-Black	1	0	1	0	50
Mia Childs	1	0	1	0	50
Carla Coleman	1	0	1	0	50
Ellie Coles	1	0	1	0	50
Charley Cushion	1	0	1	0	50
Jena Cuthbert	1	0	1	0	50
Lily Cutting	1	0	1	0	50
Douglas Davey	1	0	1	0	50
Ashleigh Fiske	1	0	1	0	50
Annelise Fuford	1	0	1	0	50

Every 'stripe' is an objective of the curriculum being assessed.

From the formative assessment of staff, in the form of the DNA ticks producing a collated DNA strip we make our Summative judgements.

These summative judgements are calculated in a manner that if over 50% of ticked DNA stripes were in a column (beginning/developing/embedded) that was the judgement.

E.g. over 50% of stripes ticked were in the Beginning column then a Year 'specific' Beginning would be given.

If no row was 50% then neighbouring columns are added e.g. beginning and developing & developing and embedded. The highest score is taken with the lowest row of the pairing the final judgement.

E.g. 4/3/3 = beginning because Beg+Dev is  $4+3 = 7$  & Dev+Emb is  $3+3=6$ . Beg+Dev generates the highest total so this pair is taken. Beginning is the lowest of the pairing therefore Beginning is the selected judgement.

For a child to be awarded a Mastery judgement we feel that a child has to be in a position of strength across the specific curriculum that they are being judged on. As a result, we have set high expectations of what this looks like. A child can be classed as Mastered if:

- 75% or more of their DNA entries are embedded
- And**
- All of the KPI's are embedded

We feel this is essential as it ensures children are secure in their learning before moving on to harder, more challenging areas of their learning and the curriculum.

Once summative judgements have been identified these are entered in the results section to produce half termly judgements that indicate a child's attainment in relation to National Expectation and the progress from children's individual starting points.

### Expected Attainment

As we are reporting to parents in relation to at, below or above age related expectation we need to be clear on what this looks like at any given point of the year, in particular the end of a year. The tables below clarify how an 'average' child or a child at Age Related Expectations (ARE) would look at the

end of an academic year and also an example of how they would attain at different points in the year.

End of Year Attainment in relation to ARE				
Significantly below expected	Below expected	At expected	Above expected	Significantly above expected
Previous years age band	Beginning / beginning+	Developing	Developing+ / Embedded	Mastery / Next years age band

Example of how an 'average' child (ARE) would attain at different points in the year.

Y3 Child	Start of yr	Autumn ½ term	Christmas	Spring ½ term	Easter	Summer ½ term	End of yr
	2 dev	2 dev+	2 emb	2 mast	3 beg	3 beg+	3 dev

Pupil full name	YEAR 2	YEAR 3	YEAR 4							Progress				Progress	
	Key Stage 1	End of yr	Start of yr 4	Year 4: Start Y4	Aut mid-term	Autumn	Spr mid-term	Spring	Sum mid-term	Period	Sub-Bands	Points	Expected	Value Added	VA guide
Andrews, Hetty*	2 Mast			115	4 Beg+	4 Dev	4 Beg+	4 Beg+	4 Dev	5.5 terms	4.5	9pts	11pts 5.5 s/b	-2	98
Chilton, Carl*	2 Dev	3 Dev	3 Emb	100	4 Beg	4 Beg+	4 Dev+	4 Dev+	4 Mast	9.5 terms	8.5	17pts	19pts 9.5 s/b	-2	98
Deeba, Luke*	1 Emb	3 Dev+	3 Dev+	100	3 Emb	3 Mast	4 Beg	4 Dev+	4 Dev+	9.5 terms	10.5	21pts	19pts 9.5 s/b	+2	102
Entwhistle, Burt*	2 Dev	3 Mast	3 Mast	110	4 Beg	4 Beg	4 Beg+	4 Beg+	4 Dev+	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Foy, Patryk	2 Beg	3 Dev+	3 Dev+	92	3 Emb	3 Emb	3 Emb	3 Emb	3 Mast	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Grey, Shruthi	2 Beg	3 Beg+	3 Dev	98	3 Dev+	3 Dev+	3 Emb	3 Mast	4 Beg	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Hale, Hannah *	2 Beg	3 Beg+	3 Beg	87	3 Dev	3 Dev	3 Emb	3 Mast	3 Mast	9.5 terms	10.5	21pts	19pts 9.5 s/b	+2	102
Harvey, Casey	2 Dev	3 Beg+	3 Beg+	92	3 Emb	3 Emb	3 Mast	4 Emb	4 Emb	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100
Holmwood, Charles Vincent	2 Emb	4 Beg+	4 Beg+	120	4 Dev	4 Dev+	4 Dev+	4 Emb	5 Beg	9.5 terms	9.5	19pts	19pts 9.5 s/b	+0	100

This allows teachers and leaders to analyse and monitor progress of children and consequently identify any areas of concern.

The national expectation is based upon the Pupil Asset Progression Chart

**Pupil Asset Progression Chart – National Curriculum (2014): KS1 to KS2**  
Progression set to one year's progress through the curriculum in one academic year

PAPs	Age-Bands	KS1	Y3 Aut 1	Y3 Aut 2	Y3 Spr 1	Y3 Spr 2	Y3 Sum 1	Y3 End	Y4 Aut 1	Y4 Aut 2	Y4 Spr 1	Y4 Spr 2	Y4 Sum 1	Y4 End	Y5 Aut 1	Y5 Aut 2	Y5 Spr 1	Y5 Spr 2	Y5 Sum 1	Y5 End	Y6 Aut 1	Y6 Aut 2	Y6 Spr 1	Y6 Spr 2	Y6 Sum 1	KS2	
111	7 Beg+																										
110	7 Beg																										
109	6 Mast																										
108	6 Emb																										
107	6 Dev+																										
106	6 Dev																										
105	6 Beg+																										
104	6 Beg																										
103	5 Mast																										
102	5 Emb																										
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81	2 Beg+																										
80	2 Beg																										
79	1 Mast																										
78	1 Emb																										
77	1 Dev+																										
76	1 Dev																										

This allows teachers, leaders and parents to be able to identify not only the expected rates of progress but also whether a child is performing at, above or below national expectation for their age.

We have set a high level of expected progress for the children to ensure excellent learning outcomes for all our learners.

In KS1, from end of Reception to the end of Yr. 2, we expect 14pts progress (7 a year).

In KS2, from end of Yr. 2 to the end of Yr. 6, we expect 24pts progress (6 a year).

Both of these expectations mean that children are aiming to be secure at the end of Key Stages rather than partially achieving a curriculum year bands expectation.

In relation to higher achieving pupils (previously G&T), the new National Curriculum states that it is aimed at developing and embedding a mastery of learning. This therefore indicates that, unlike previous levels, the notion is not to accelerate children through the age bands but to keep them in there ARE band and deepen their understanding to ensure a mastery of that particular stage of the child's education.

To ensure this key principle is achieved, we are not assessing any child above there ARE – this way we are ensuring the focus is on embedding,

deepening and mastering rather than merely accelerating progress through the age bands.

## Evidencing Judgements

To ensure accurate judgements and consistency each class will evidence their judgements through the use of the evidence gathering system on Pupil Asset. Evidencing our assessments will be done by evidencing a LAP, MAP, HAP, SEN & PP from each class in Maths, Reading and Writing.

**Adds and subtracts numbers mentally with increasingly large numbers.**

Beginning Developing Embedded N/a 5 spr

**Uses rounding to check answers to calculations and determines, in the context of a problem, levels of accuracy.**

Beginning Developing Embedded N/a 5 spr

When achieved? Year 5 Spring pt1

need to come back to this next term

Attach file(s)

**History:**

1.	Beginning	Yr5 Aut (ii) on 21/11/2014 by Maddy Hall	X
2.	Developing	Yr5 Aut (ii) on 21/11/2014 by Maddy Hall	X
3.	Embedded	Yr5 Spr (i) on 12/02/2015 by Madeleine Hall	X

These children will have an evidence base produced through the process of identifying the learning or completed work in the evidence box relative to each objective that is formatively assessed.

This allows us to moderate and check that the objectives assessed as Beginning, Developing or Embedded actually have been achieved through the identified evidence indicated.

## Weighting & Non – negotiables

As the National Curriculum has some objectives 'weighted' with higher importance/value we have addressed this through our use of the Key Performance Indicators (KPI's) as a list of 'Non-negotiables' before awarding a 'Mastered' judgement, along with 75% of the DNA needing to be embedded also. (Embedded+).

This means that if a child is to be judged as a Year 'specific' Embedded + / Mastered they must have embedded these key objectives.

We have done this to ensure that children are not being awarded judgments or embedded & mastered without having the key fundamentals of a subject or

## the important 'building blocks' of learning.

DISPLAY OPTIONS

Percentages  
 Off  
 On

Assessment Sheet: NC Maths  
 Areas in NC Maths  
 KPIs  
 Clumps

Age Level: Year 5  
 All KPIs

Ghost Rows: 1. None... 2. None... 3. None...

Refresh Reset Display Options Refresh + Save as Office Report

Summative NC Maths Results							Edit Results	
Year 5	TOTALS	Beginning	Developing	Embedded	Not Achieved	Year 5: Sum mid-term	Year 5: End of yr	
Anon #314143 Boy	1	0	0	1	16			
Anon #314145 Girl	6	3	3	0	11			
Anon #314146 Girl	1	0	1	0	16			
Anon #314147 Boy	4	2	1	1	13			
Anon #314148 Girl	1	0	1	0	16			
Anon #314149 Girl	1	0	1	0	16			
Anon #314150 Girl	1	0	1	0	16			
Anon #314151 Boy	1	0	1	0	16			
Anon #314153 Girl	1	0	1	0	16			
Anon #314154 Girl	1	0	1	0	16			
Anon #314155 Girl	1	0	1	0	16			
Anon #314156 Girl	1	0	1	0	16			
Anon #314158 Girl	1	0	1	0	16			
Anon #314159 Girl	1	0	1	0	16			

Therefore, for a child to be assessed as mastered e.g. Year 2 Mastered (Embedded+) all of the KPI's in the year 2 curriculum need to have been embedded before it can be selected.