

Assessment Policy

November 2024



Inspiring Excellence

VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation
Respect

Independence
Perseverance

Compassion
Creativity

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/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

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**
- **2024 assessment and reporting arrangements (phonics screening check)**
- **2024 key stage 2 assessment and reporting arrangements**

Principles of Assessment

- Our assessment aims are achieved through a systematic and robust approach to the assessment system aligned with those in the Primary sector of Arden Multi Academy Trust.
- Assessment provides evidence to guide teaching and learning
- Assessment is fair, inclusive and free from bias
- Assessment outcomes are conveyed in an open and transparent way
- Assessment objectives set high expectations for learners
- Assessment is appropriate to age, to the task and to the desired feedback information
- Assessment should draw on a wide range of evidence
- Assessment is consistent, with judgements which can be moderated to ensure accuracy
- Assessment outcomes provide meaningful and understandable information

Assessment Approaches

At Coppice Academy 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, Year 4 Multiplication Check/ National end of Key Stage 2 SATS.

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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We use a range of formative assessment techniques including, marking and verbal feedback, questioning, regular short recall activities, self and peer-assessment and/or observations.

All lessons have a recall activity to assess knowledge base of pupils in order for the teacher to adapt their questioning, tasks as appropriate. Gaps and misconceptions in learning are followed up in lesson or may be completed during SODA (Start of the Day Activities) before school.

Pupils are asked to self-assess their written work using purple pen. They also RAG rate the learning objective to demonstrate their view of their understanding of the learning focus.

Pupils are asked to highlight key vocabulary learnt on their knowledge organisers at the start and end of a topic

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

At Coppice Academy we use termly Gaps tests alongside NTS tests in Maths and Reading.

Year 4 pupils complete the statutory Multiplication Check in June and Year 6 End of Key Stage 2 National SATS tests are completed.

In Science, pupils complete end of unit assessments and Spelling termly tests in line with the Jane Considine approach.

Pupils with SEND will have reasonable adjustments e.g test materials published onto coloured paper, regular movement breaks, test completed in a separate room to the class if the pupil needs space. If the pupil is working BLW Year group they will take the relevant Year group test.

This summative assessment provides useful information for improving future learning. Class teachers present their class data to Phase leaders who then subsequently present their Phase data to SLT and the Director of Primary Education. This process is completed termly.

Summative assessment data is inputted into Arbor MIS system which shows data over time to track improvement in attainment and progress for whole school, phase and year group cohorts, classes and groups of pupils. Data is also analysed by groups e.g EAL, disadvantaged, boys, girls, term of birth etc

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/carers** to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage 2
- Year 4 Multiplication Check data

Collecting and Using Data

Summative assessment data is collected termly in Reading and Mathematics through the use of NTS tests and Spelling, Punctuation and Grammar (SPAG) through the use of Gaps tests.

Data from these tests is inputted into the Boost Insights online data platform by class teachers. This data is shared with SLT. Allocated time is given to staff to input their data into the system.

Teacher assessment judgements are made termly in *all* curriculum areas and data inputted into the Arbor MIS system.

Children are assessed against a framework where the outcomes will be one of the following:

- *Working Towards the Expected Standard* - Children are yet to be secure at age related expectation.
- *Working At the Expected Standard* - Children are working at the age related expectation.
- *Working At Greater Depth* - Children are working above the age related expectation.
- *Working Below* - Children are working below the age for their year group.

Boost Insights is synced with Arbor MIS system, all data is synced into Arbor to create the data dashboard to show test outcomes and teacher assessment.

Phase Leads meet with phase class teacher colleagues termly to look at data outcomes and pupil progress.

Phase Leads then attend termly accountability meetings with SLT and the Director for Primary Education to analyse outcomes and identify patterns, trends and teaching and learning interventions required.

Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Coppice Academy recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism. The sensible use of AI habits are fostered at Key Stage 2 to ensure they are secondary ready in the use of AI.

Pupils **may not** use AI tools:

- To write their homework where AI-generated text is presented as their own work
- Pupils **may** use AI tools:
- As a research tool to help them find out about new topics and ideas.

Reporting to Parents/Carers

Assessment data is reported to parents/carers at parents' evenings and via annual reports,.

These include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:

Where attendance is reported, it includes:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

The results of any public examinations taken, by subject and grade

- At the end of KS2:
- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally.

Inclusion

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

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.

Training

Teachers are kept up to date with developments in assessment practice to develop and improve their practice on a regular basis.

- SLT are responsible for ensuring staff have access to continuing professional development opportunities on assessment
- Arbor online training videos support staff in how to generate reports to analyse their class, phase, whole school data. This forms part of a class teachers induction to the school
- All class teachers attend local authority moderation in Maths, Reading and Writing termly to validate teacher assessment judgements
- Class teachers attend termly writing moderation with the Rural Collaborative of schools, to validate teacher assessment judgements
- School staff have access to National College to keep abreast of good assessment practice in all subjects
- The Director for Primary Education has oversight of assessment practices across the Primary department of Arden Multi Academy Trust to identify areas for improvement.

Roles and Responsibilities

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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Associate Headteacher

The Associate Headteacher is responsible for:

- Ensuring this 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
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

Assessment Lead

The assessment lead is responsible for:

- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually by the Assessment Lead and Local Governing Board. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leadership Team, Class Teachers and Support staff are responsible for ensuring that the policy is followed.

The Assessment Lead, Mel Green will monitor the effectiveness of assessment practices across the school, through:

Learning walks,

Book scrutinies,

Accountability meetings,

Pupil voice

Invigilation practices for end of Key Stage 2 SATs

Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Feedback and Marking policy