Southfields Primary School

Assessment Policy

Date agreed: January 2023
Review Date: January 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

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1. Aims

This policy aims to:

- Provide clear guidance on our approach to formative and summative assessment.

- Establish a clear and consistent approach to recording summative assessment outcomes and reporting these outcomes to parents.

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

2. Principles of Assessment

At Southfields Primary School we believe that assessment, including target setting, recording and reporting, are an important part of a continuous educational journey and form the key elements in the delivery, planning and on-going evaluation of an effective curriculum that is relevant to all pupils. Children have an entitlement to an effective assessment process that accurately identifies and tracks progress whilst also highlighting individual strengths and areas for improvement of each pupil, which should be used to inform future planning and to monitor each individual pupil's progress. It is used most effectively to provide formative and diagnostic information to staff, parents and children.

We, as a school, feel it is essential to be aware of pupil's individual gaps in learning. This information can then be used to form the basis of support, therapies and interventions, in order to escalate progress.

Aims and Objectives:

Our aim is to ensure we are meeting the target set in the OFSTED 2017 report:

- Accelerate all pupils' progress, including that of the most able, pupils who have special educational needs and/or disabilities and disadvantaged pupils, by:

  o Improving teachers' use of assessment information to identify accurately appropriate next steps in the learning of pupils (OFSTED 2017)

  o Further raising the expectations of staff about what pupils should be achieving, most notably in mathematics and English (OFSTED 2017)

  o providing pupils with more opportunities to develop their writing skills for different purposes across the wider curriculum

  o ensuring that teaching supports pupils over time to have the confidence and skills to undertake more challenging questions and tasks independently.

The further aims and objectives of assessment in our school are:
- To enable children to demonstrate what they know, understand and can apply.
- To guide children to understand their next steps in learning, in order to improve.

- To enable teachers can identify children's strengths, progress and needs.
- To allow teachers to plan according to the needs and abilities of individual and groups of pupils.
- To ensure that accurate records of individual children's progress are kept. Such records should help the teacher ensure continuity and progression for each child's learning.
- To ensure adequate coverage of the National Curriculum. Assessment provides a record of the work covered or areas for development.
- To aid individual teachers and subject coordinators to evaluate teaching and learning throughout the school. Pupils' performance may reflect the appropriateness of the teaching methodology used.
- To provide information that will inform discussion with pupils and parents about their child's learning and progress, in order for them to work in partnership with the school to support their child's learning.
- To create a smooth transition from one class to another, providing the new teacher with a clear picture of the stage children are at in their learning.
- To ensure all stakeholders can monitor the attainment and progress of all, including vulnerable groups of learners and use evidence based on national research to support narrowing gaps. (PP/FSM/EAL/Gender/SEND)
- Keep the leadership team and governors fully informed, allowing them to make judgements about the effectiveness of the school.
- To fulfil statutory requirements and ensure continuity within the school and nationally.

3. Assessment Approaches

Within school, both formative and summative types of assessment are used.

There are 3 main forms of assessment, each with its own purpose:
1. Day-to-day formative assessment – this is used by teaching staff to inform teaching on a daily basis
2. In-school summative assessment – to understand pupils' performance at the end of a period of teaching.
3. National statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons.

3.1 ScholarPack

ScholarPack is the assessment tool used at Southfields. Formative assessments for Reading, Writing and Maths are entered on ScholarPack at least 3 times a year. This demonstrates whether pupils are emerging, developing, secure or exceeding at the Key Performance indicators (KPIs) for the year group. The system will calculate each pupil's progress over that year group as a percentage of the whole. This information is available to class teachers, subject leaders and SLT. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress. Other staff who are supporting children in interventions

and targeted teaching groups can access information through talking to the class teacher or members of SLT. Each term the ScholarPack 'assessment window' will open. Teachers will enter the children's current attainment onto ScholarPack. This will enable us to generate reports and to track trends overall.

Expected Progress

Teachers use their informal assessment information combined with formal assessment results to make a professional judgement about a child's attainment and they record that as a step on the ScholarPack system. In order to track progress and compare groups teachers are to make judgements about the step that children working below and above are working at. ScholarPack converts each step into points to enable the assessment team to analyse trends and groups numerically. Although the ScholarPack system gives the percentage of the curriculum that children have attained, it is possible that a child can be working at the expected level throughout the year if they are consistently achieving objectives from the National Curriculum for their age group without having covered the entire curriculum. Formative assessments are to support teachers in identifying next steps for individual and cohorts of children rather than giving a numerical tracking figure. The purpose of the tracking system is to identify those children who are not making sufficient progress or who require further support to achieve the expected standards. Expected progress in the steps system is 1 pt per half term. Therefore, expected progress for a year would be 6 points.

Scholarpack Step	On track
X*.1	
X*.2	At the expected level at the end of the Autumn Term (Consistently achieving objectives from the appropriate year group)
X*.3	
X*.4	At the expected level at the end of the Spring Term (Consistently achieving objectives from the appropriate year group)
X*.5	
X*.6	At the expected level at the end of the Summer Term (Consistently achieving objectives from the appropriate year group)
X*.X	Working at greater depth

- The x represents the year group step that the children are attaining. For example a child working at the expected level in Year 1 in the Autumn Term would be working at 1.2. A child working at the expected level in Year 6 in the Autumn Term would be working at 6.2.

ScholarPack is used to track levels of progress and identify areas or specific groups of pupils who may require further support. These termly assessments form the basis of Pupil Attainment and Progress Meetings to put actions in place to ensure high standards are being expected of each child and optimum progress for all groups and individuals is being made.

Statements covering the year group criteria are inserted into the front cover of the pupils' exercise books in line with the year group statements they are working

on as a self-assessment tool and in order for pupils to be aware of their targets and progress towards them. These are reviewed lesson by lesson or half termly.

3.2 PiXL

Summative assessment gives a snapshot of what a child can do at that time. The core subjects (English - Reading, Writing, Grammar and Mathematics) are formally assessed, in each year group, at the end of each term (half termly in year 6) to track pupils' application of the whole curriculum under test conditions using previous assessments from the Standards and Testing Agency and assessments created by PiXL.

Once assessments are complete, test data spreadsheets are uploaded and analysis documents are created by PiXL to inform the future teaching of the core areas (Implications for teaching). Teachers assign pupils a PiXL grade (based on the percentage of marks obtained) indicating the predicted end of year attainment in Reading and Maths which are then used to identify further learning needs (the PiXL grade for Writing matches the teacher assessment in ScholarPack and the attainment in GPS is inputted into ScholarPack). In order to accelerate progress, the thresholds are based on 2018 thresholds - plus 3 and the threshold for the PiXL grades increased through the year in order to identify those perhaps not making expected progress.

PiXL Grades	Definition
A1	Based on current rate of progress, will secure Above Expected Standard
A2	**Above Expected Key Marginal** Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
E1	Based on current rate of progress, will secure Expected Standard
E2	Based on current rate of progress and using 'Year 6 recipe', will achieve Expected Standard
B1	**PiXL Key Marginal** Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
B2	Not expected to achieve Expected Standard

Percentage boundaries (plus 3)

	B2	B1 - KMs	E2 - just below	E1 - At	A2	A1 - Above
Reading /50	<20%	20% 13 marks	40% 23 marks	56% 31 marks	68% 37 marks	80% 43 marks
Reading /40	<20%	20% 11 marks	40% 19 marks	56% 25 marks	68% 30 marks	80% 35 marks
Maths /110	<20%	20% 25 marks	40% 47 marks	55% 64 marks	70% 80 marks	85% 97 marks
Grammar /70	<20%	20% 17 marks	40% 31 marks	54% 41 marks	67% 50 marks	80% 57 marks
Grammar /60	<20%	20% 15 marks	40% 27 marks	54% 36 marks	67% 43 marks	80% 51 marks

Year leaders complete summaries of attainment and further analysis of results to identify the learning needs of individual and groups of pupils. As teams, Question Level Analysis (QLAs) are completed to further analyse the question stems and content in the individual papers. Using this diagnostic information, planning is adapted and Personal Learning Checklists (PLCs) are set up for the use of 'therapies' - short planned sessions in areas of the national curriculum - for specific 'Key Marginal' pupils. The cycle of 'Plan, Do, Review' is used to ensure targeted support is suitable and progressive.

Following the half-termly summative assessments, teachers update the combined tracker on PiXL. From this, leaders are able to track the combined figures for their

year group and children can be identified to receive targeted support to ensure they are on track to achieve ARE in Reading, Writing and Mathematics.

PiXL is also used to track and monitor effort grades and this is relayed to parents in relation to progress using the Horsforth Quadrant. Teachers use this tool to address specific needs with motivation in order to direct improve progress.

3.3 Summative Assessments

At the end of the year, teachers in Years 1, 3, 4 and 5, assess using 'teacher judgement' based on work carried out over the course of the year, linked to ScholarPack statements and KPIs (Key performance indicators) from the National curriculum, as well as through use of professionally produced written assessments.

Statutory Assessments

At the end of year 2 and year 6, statutory tests are completed in Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics, and a teacher assessment is submitted for Writing. (A sample of schools are selected, by the Local Authority (LA), to undergo moderation of teacher assessments in writing).

Attainment in Science and RE is teacher assessed in both KS1 and KS2. (A selection of schools are chosen to administer the Science SATs test in KS2). Southfields have been selected to complete the Science sampling in the 2019/20 school year.

Statutory Times table checking is completed in year 4.

In addition, Year 1 have a phonics screening assessment. Children who do not meet the required standard re-sit this in Year 2.

3.4 The Early Years Foundation Stage (EYFS)

Throughout the foundation stage, as part of the learning and teaching process, practitioners assess each child's development in relation to the Development Matters and Early Learning Goals (ELG) criteria that form part of the *Early Years Curriculum.* These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child. This in line with Statutory guidance DFE January 2018.

The *Early Years Curriculum* sets out seven areas of learning covering children's physical, intellectual, emotional and social development. Items are BOLD are the Prime Areas. All of these areas of learning are included in the EYFS Profile.

- **Personal, social and emotional development**
- **Communication and language**
- Mathematics
- Literacy

- Understanding the world
- **Physical development**
- Expressive Arts & Design

Teachers also make observations and judgements about whether children are exhibiting the characteristics of effective learning, with some input from parents. These are the ways in which children learn and are as follows:

Playing and exploring – engagement
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking
- Having their own ideas
- Making links
- Choosing ways to do things

As in Key Stage 1 and 2, progress and attainment are tracked throughout Early Years. A CEM baseline assessment is completed within the first half term. Subsequent progress and attainment will be measured against learning outcomes each half term using Tapestry. At the end of Reception, children are assessed against a separate set of criteria called Early Learning Goals. If a child has met the criteria in all prime areas as well as Literacy and Maths, they have a 'Good Level of Development' or GLD.

In 2019, EYFS are taking part in the NFER Baseline Pilot. This Baseline is intended to 'allow schools to receive credit for the progress their pupils make throughout their time in primary school.' (www.nfer.ac.uk). 'It is intended that this will be introduced in Autumn 2020'.

3.5 PIVATS

For pupils working significantly below Age Related Expectations (ARE) due to aspects/ attributes of SEND, we use PIVATS - alongside Big Strides books - to tailor the curriculum to the needs of the pupils. Through PIVATS, assessment is broken down into smaller, more achievable steps. Targets

Initially, teachers use the Pivats criteria to establish an accurate starting point (Pivats milestone) for each pupil. From here, appropriate targets can be set, informing 'Big Strides' targets and provision can be adapted to suit the needs of the pupils to ensure they are able to practise and improve on their targets.

This is an inclusive assessment method to ensure all pupils, regardless of their level of ability are able to have targets that are reasonable and achievable. It also

informs teachers of the suitable progression of the core subjects, ensuring targets are suitable and progressive. (see SEND policy for more detailed information).

4. Collecting and Using Data

Attainment and Progress

Attainment and progress data collected termly in order to ensure pupils are on track for meeting ARE and GDS targets and to ensure suitable progress is being made. This information is used to create a document called 'ARE Milestones'. This document sets small, achievable targets in order to reach end-of-year targets. Within this document, attainment and progress is outlined for core groups of pupils and outcomes are rag rated according to the following colours:

Serious concern - significantly below set targets	Cause for concern - below set targets	Good - broadly in line with set targets	Outstanding - above set targets

Targets and Progress
Each child is set their own individual target in Mathematics and English, depending on their ability and calculated progress – considering historical information as well as teacher assessment and school targets set for ARE and GDS.

The phase leaders, year leaders and assessment coordinator - with class teachers - discuss each individual child's progress termly in a 'Pupil Progress and Attainment' meetings and set challenging yet realistic targets for each child for the following term. If there are any children who are not on track to achieve their target, interventions and further provision is then considered. The Senior leadership and Headteacher have termly meetings where pupil progress is discussed, reported, planned and this is reported to the performance committee of the Governing body.

In addition to this, phase leaders, the school Inclusion Leader, SENCO (Special Educational Needs Co-ordinator), Pupil Premium Leader, HLP leader and EAL leader will ensure the provision for each group and individual pupils, ensuring suitable progress is being made.

Greater Depth Standard Tracking
The HLP leader tracks the half termly or termly performance of those who achieved GDS in KS1. This is to ensure these pupils are making suitable progress. If pupils are not maintaining the GD standard, the HLP leader will support teachers to ensure the learning opportunities through provision provide enough challenge to accelerate learning to a GD standard.

Combined Tracker

Once half termly summative data is collected, combined trackers are used to complete an analysis of where attainment is in relation to combined subjects: Reading, Writing and Mathematics. This enables teachers and leaders to target pupils who are 'vulnerable' in one or more subjects, ensuring not only attainment in individual subjects, but across combined subjects.

Individual Pupil Plans

Pupil plans are used to target specific vulnerable groups of pupils and pastoral elements that affect academic attainment. These include pupil premium (PP) plans, attendance plans and behaviour plans. Further information for these can be found in the relevant policies.

4.1   Summary of Data Collected and Purpose

Data collected	Purpose
Half termly assessment of statements and bands on ScholarPack completed by teachers	To ensure coverage of the curriculum, attainment of KPIs, standard of ARE achievement by year group and to identify individual pupils' attainment
Termly test results collected in core subjects using PiXL assessments	To monitor ability and confidence to transfer knowledge to test style questions. To identify areas of support needed
ARE Milestones– a record of each year groups termly achievements in the core subjects (English - Reading, Writing and GPS; Maths and Science)	To break end-of-year targets into smaller, achievable steps. To monitor attainment towards end of year targets in order to focus upon specific pupils
Targets– children will be set end of year targets at the end of each year in the core subjects. Individual targets will also be set and recorded	To ensure all pupils are progressing towards their end of year targets, in relation to historical data
Combined Tracker	To ensure attainment across combined subjects and target pupils who are vulnerable in specific subjects
PIVATS used alongside Big Strides books to support progress of SEND	To set realistic, achievable and progressive targets suited to individual needs

Individual Pupil Plans: attendance, behaviour, pupil premium plans	To set individual targets for vulnerable pupils to ensure accelerated progress.

5. Reporting to parents

- Each teacher provides a termly update, on the school's website, that identifies the main topics for study for each year group. This allows parents to provide support in the relevant topics for that term.
- Prior to the new academic year, year leaders hold 'New to year…' meetings to introduce parents to staff, outline the coverage and expectations for the year and respond to questions and queries the parents may have.
- Parents have three further opportunities for consultation with the class teacher:
  - o In the Autumn Term, class teachers will meet with parents to establish a healthy working partnership between parents and themselves; inform parents of expectations and procedures for the coming year; share any additional documents with parents such as Big Strides, PP plans and Behaviour plans; and in this meeting, additional information will be given to parents to guide their help at home.
  - o During the Spring Term, meetings will be held to inform parents about their child's progress so far and to inform parents how they can help their child achieve the end of year targets that have been set.
  - o At the end of the academic school year, during the Summer Term, annual school reports will be given to parents, highlighting their child's end of year attainment, progress and personal accomplishments. Parents will be invited in to discuss the report with the class teacher at an 'open parents evening' if they wish to do so.
- Other meetings with parents during the year, made by appointment, may be necessary to outline problems and seek solutions to them: this could include SEND, welfare and can be more regular if teachers feel that pupils are preventing their own or others progress.
- As a school we operate a general 'Open Door' policy as much as possible and will meet with parents as soon as we can to resolve any questions parents may have.
- Parents of year 2 and year 6 children are invited to a meeting in the Spring Term to inform them how the 'End of Key Stage' statutory assessment will be carried out and provide advice on how they can best support their child.
- Year and Subject Leaders hold various workshops throughout the year to inform and support parents where required.
- Results from statutory assessments are shared with parents individually and we publish our results on the school website outlining comparative tables showing the school's performance in tests in relation to national average results.
- Result feedback carried out for:
  - o Year 1 phonics results – Passed or failed
  - o Year 2 phonics retake results – Passes or failed
  - o Year 2 statutory test results – Below, Foundation, Towards, At or Greater

Standard.
- o Year 6 statutory test results – Has not met standard, Expected Standard and Higher Standard

6. Inclusion and Additional Support

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.

Special Educational Needs and Disabilities
Teachers will look closely at their own class outcomes and use these to make provisions for future teaching and learning. Children who are performing 'well below' Age Related Expectations will be targeted for further support. Any child who is consistently under-performing will be brought to the attention of the SENCO (Special Educational Needs Coordinator) and either put forward as a concern, or placed directly on the SEN register so that 'Big Strides' can be put into place to provide support for the child.

The SENCO will then, in conjunction with the class teacher, monitor the progress of any children who are placed on the register. Conducting regular assessments will enable early identification of children who are experiencing problems with the view of putting intervention into place as quickly as possible. These interventions are outlined on the 'Big Strides' targets. These, together with 'Big Strides' evidence books are shared with parents during parents consultation meeting. Please see SEND policy for more details on this.

English as an Additional Language
All children will have access to the curriculum and assessment procedures. Teachers will adapt assessment procedures accordingly for children who have EAL. No child should be prejudiced from showing his/her true ability. Children who need additional support to carry out tests (other than English) should receive reading support from an adult when assessments are being carried out. For pupils who join Southfields Primary school with EAL, teachers will follow the EAL assessment framework to assess the standard and monitor the progress of each pupil.

Other Vulnerable groups

In addition to this, we use individual Pupil Premium plans, to outline additional support provided to children who trigger the pupil premium funding, as well as to account for spending to raise standards. These are also shared with parents. Furthermore, through the welfare team, behaviour and attendance plans are completed to ensure the needs of the 'complete' child are being met, thus impacting upon improving standards and progress.

7. Training

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work. The SMT plan these in accordance with the School Development Plan. Continued Professional Development will focus on improving the standards and quality of teaching and learning.

CPD planning will be based on:
▪ The needs of the school, as identified through self-evaluation
▪ Issues identified through monitoring and observations
▪ National and local priorities
▪ Performance management
▪ Staff feedback

All CPD opportunities must:
▪ Meet identified individual, school or national development priorities
▪ Be based on good practice with regards to teaching and learning

8. Responsibilities

This policy will be reviewed regularly by the Headteacher, Deputy Headteacher and Raising Standards Leader. At each review, the policy will be shared with the school staff and governing board. Leaders are responsible for ensuring the policy is being followed and will monitor the effectiveness of assessment practices across the school through: moderation, lesson observations, collaborative planning and teaching, book scrutinies and pupil progress meetings.

8.1 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

8.2 Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- The overall management of the above system and ensuring that all individuals concerned are fulfilling their agreed responsibilities
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3   Raising Standards Leader (RSL)
The Raising Standards Leader, along with the Headteacher, is responsible for:
- Developing school assessment arrangements
- Monitoring the assessment procedures
- Monitoring the assessment files, in conjunction with subject coordinators
- Organising a programme of meetings to ensure continuity and progression across the school
- Ensuring that end of year targets are set for every child in the core subjects
- Ensuring that end Key Stage targets are set and monitored
- Being the contact person for the LA and school inspectors regarding assessment arrangements

8.4   Core Curriculum Subject Co-ordinators
Core Curriculum subject coordinators are responsible for:
- Maintaining their subject impact reports and update their action plan termly, as well as outline the next terms monitoring and key areas to develop
- Leading whole staff meetings, run INSET in their subject areas
- Maintaining consistency between assessment in EYFS, Key Stages 1 and 2 - Tracking rigorously and ensuring previous historical data is taken into consideration
- Developing, with the RSL, record keeping for their subject area
- Monitoring lessons, planning and books on a regular basis
- Working alongside the CPD co-ordinator to inform what both the school and individual teachers need to do next to improve their own subject area
- Writing an end of term subject leader report which highlights progress in each class and areas for improvement the next term

8.5   Class Teachers
Class Teachers are responsible for:
- Planning assessment activities
- Using the information they have gleaned from assessments to inform their future planning so that the work planned for all children is relevant to their ability level
- Following the agreed assessment and marking policy and guidance
- Teacher assess each child effectively and accurately according to the pupil's ability.
- Reading and following this policy.

Evaluation and Quality Assurance

The assessment policy outlined above will realise its stated aims if:

a. Staff understand what is expected of them and carry out their responsibilities
b. Staff new to the school and NQT's discuss this document and its implications
c. The process of assessment has a direct impact on teacher's planning
d. The process helps to raise the level of achievement of children
e. The results achieved on statutory tests are broadly in line with end of stage teacher assessments

9. Monitoring and Moderation

For assessment to be valuable, it needs to be accurate and consistent throughout the school. To ensure this is the case, we carry out many moderation exercises internally and this is validated through external moderation.

Internal Moderation

❖ Learning Walks - these are completed by year leaders, phase leaders, subject leaders, the deputy head and the headteacher. Findings are fed back to whole teams in order to share good practice and improve standards across the school. It is expected that at least

❖ Formal Observations - these are completed by the senior leadership team to monitor the standard of teaching, inform performance reviews and address areas of need according to school priorities.

❖ Book Scrutinies - these are completed in many layers to monitor a range of elements: consistency within a year group; suitable year group expectations; necessary support for those who require it; and standards of marking and presentation. These are done within year groups, phases, in senior management meetings, by subject/area leaders,

❖ Lines of Enquiry - leaders follow various lines of enquiry to ensure focus upon specific areas. The outcomes of other forms of moderation, as well as data, informs the themes of the lines of enquiries.

❖ Planning Scrutinies - leaders complete planning scrutinies to ensure coverage of the national curriculum, progression of skills, provision for specific groups of pupils, suitable support and challenge as well as opportunities for formative assessment through Blooms questioning.

External Moderation

❖ Triad moderation - visits and book moderations are completed with other schools to share best practice and to verify moderation with other schools.

❖ Local Authority moderation - teachers from year 2 and year 6 attend training sessions hosted by the local authority to ensure end of key stage assessment judgements are accurate and enough independent evidence is collected in order to inform teacher assessment.

❖ External Professionals - according to school priorities, external professionals carry out whole school training sessions, team teaching sessions, training for SMT and provide advice on how to improve standards of teaching and learning.

10. Links to other policies

Other documents relevant to the assessment process
a. Marking policy and guidance
b. Teaching and Learning Policy
c. Pupil Premium policy
d. SEND policy
e. Welfare guidance document including behaviour and attendance policy

11. GDPR

Southfields Primary school adheres to the GDPR Principles - data is collected with these principles in mind:

- Lawfulness, fairness and transparency – as with Data Protection
- Purpose limitation – only collect for specific purposes and then don't use it for other purposes
- Data minimisation – only collect the data you need for the purpose you are using it
- Accuracy – as now, keep it up to date!
- Storage limitation – don't keep it for longer than you need to fulfil the purpose
- Integrity and confidentiality – keep it safe and secure e.g. encrypted if on a laptop or mobile phone.
- Accountability – you must be able to prove you have complied with the above.

Data Protection is about avoiding harm to individuals by misusing or mismanaging their personal data. If you collect, use, or store personal data then the Data Protection Act applies to you. It sets out eight principles you have to adhere to, which include:

- Only collect information for specific purposes and don't then use it for other purposes
- Only collect what you need for the specific purpose
- Keep it accurate and up to date; and safe and secure
- Process information lawfully and allow subject access in line with the Act.

It is the General Data Protection Regulation, which supersedes the Data Protection Act on 25th May 2018. The key changes from the current law are to strengthen the rights of individuals and place more obligations on organisations in looking after personal data. In order to comply with the new law:

- You must have a legitimate reason for processing data – this will cover much processing we undertake
- Consent must be freely and unambiguously given and can be just as easily withdrawn
- Data Processing activities must start with "privacy by design and default