



Southfields Primary School

Assessment Policy

Date agreed: March 2024

Review Date: March 2026

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:

- 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 – informal assessment strategies used by teaching staff to inform teaching on a daily basis. These can be verbal or written. Teachers use the outcomes of this assessment to adapt the teaching and learning provision to suit the needs of the children.
2. In-school summative assessment – formal written assessments to assess a pupils' understanding at the end of a period of teaching. These identify how much learning has been retained at the end of a term. They help teachers to identify gaps in learning for individual pupils as well as across groups, classes and whole cohorts.
3. National statutory summative assessment – formal written assessments to understand pupil performance in relation to national expectations and comparisons.

3.1 Arbor

Arbor is the Management Information System used at Southfields to record assessment in each subject of the curriculum. Formative assessments for Reading, Writing, Oracy and Maths are entered on Arbor at four checkpoints throughout the year: Baseline (in September), December, April and July and formative assessments in the foundation subjects are entered onto Arbor at 3 points in the year (December, April and July). Teachers use informal assessment information combined with formal assessment results to make a professional judgement about a child's attainment and record it as a grade on the Arbor system.

We use 7 grade descriptions from year 1 to year 6 to assess the pupils in all subjects:

PKS – Pre-Key Stage

BLW – Working below the year group standard

WTS – Working towards the year group standard

WTS+ - Relatively close to the to the year group standard. These are key marginal pupils.

EXS – Meeting the year group expectations

EXS+ – Very secure with the potential to be working at the GDS

GDS – Exceeding the year group standard

In EYFS, attainment is recorded using grades 1 – 12, matching to the following stages of Development Matters:

1 = Birth to 3 - Emerging 1	7 = 3 & 4 year olds - Emerging
2 = Birth to 3 - Emerging 2	8 = 3 & 4 year olds - Developing
3 = Birth to 3 - Developing 1	9 = 3 & 4 year olds - Secure
4 = Birth to 3 - Developing 2	10 = Reception/ELG - Emerging
5 = Birth to 3 - Secure 1	11 = Reception/ELG - Developing
6 = Birth to 3 - Secure 2	12 = Reception/ELG - Secure

Once these grades are recorded, we are able to use the information to action plan as to what type of targeted support is needed for those working below their year group standard as explained in section 4.

3.2 PiXL

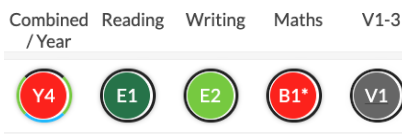
Summative assessment gives a snapshot of what a child can do at that time. The core subjects (English - Reading, Grammar and Mathematics) are formally assessed, in each year group, at the end of each term to track pupils' application of the whole curriculum under test conditions using previous assessments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

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) in Reading, GPS and Maths which are then used to identify further learning needs (the PiXL grade for Writing matches the teacher assessment in Arbor and the attainment in GPS is inputted into Arbor). In order to accelerate progress, the thresholds are based on the most recent published thresholds - plus 3, and the threshold for the PiXL grades increases through the year in order to identify those not making expected progress in application.

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



Once the termly summative assessments results are inputted, the 'Combined/Year group' colour indicator changes to indicate the likelihood of attaining combined in Reading, Writing and Mathematics. Teachers update the 'V1-3' indicator on PiXL according to their PiXL grade showing how many subjects (if any) the pupil is 'vulnerable' in. If the pupil is B1 or below in a subject, they are considered to be vulnerable. This indicator is also used to track those who are targeted to achieve the greater depth standard using the AV (Above Vulnerable) key.

Key:

V1 - B1 or below in one subject

AV1 - E1 or below in one subject

V2 - B1 or below in two subjects

AV2 - E1 or below in two subjects

V3 - B1 or below in three subjects

AV3 - E1 or below in three subjects

From this, leaders are able to track the combined figures for their year group. The data can be sorted by the 'V' indicator to identify pupils who require targeted support in specific subjects. From this data, adaptations are made to the teaching provision and booster groups can be set up to target key areas of the curriculum or identified pupils.

The results from the papers are entered into spreadsheets called Question Level Analysis (QLAs). These enable teachers and leaders to further analyse the question stems and content in the individual papers where pupils are secure and where they are not. Using this diagnostic information, planning is adapted and booster sessions 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.

3.3 Summative Assessments

At the end of the year, teachers in Years 1 through to 5, assess using 'teacher judgement' based on work carried out over the course of the year, linked to the key performance indicators from the National curriculum, as well as through use of professionally produced written assessments. EYFS is discussed in the next section.

Statutory Assessments

EYFS - Reception Baseline Assessment (within the first 6 weeks of starting Reception) and the Early Years Profile at the end of reception.

Year 1 - Phonics screening assessment. (May)

Year 2 - Children who do not meet the required standard re-sit this in Year 2.

Year 4 - Multiplication Tables Checking (June)

Year 6 - Statutory tests (SATs) are completed in Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics (May), and a teacher assessment is submitted for Writing. (June)

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.

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 Assessment of Writing

The assessment of writing is ongoing. Following the teaching of a specific writing genre or grammar skill, pupils complete independent writing tasks in order for teachers to assess whether the skills of writing have been acquired.

Teachers use the TAF (Teacher Assessment Framework) statements to assess whether or not a pupil's writing is in line with the standards of their year group. This is used as a working document (either online or paper based) to inform teachers of areas that need further consolidation and to assist teachers in making accurate judgements in writing at the end of each term.

Moderation of writing assessment is completed within teams, by leaders and across the whole school regularly throughout the year to ensure teachers' judgements are accurate and consistent.

3.6 Assessment of Science

Science is assessed against the National Curriculum expectations. We assess children's work in science by making informal judgements as we observe and discuss scientific concepts with them during lessons.

At the end of a science unit, pupils complete a Headstart topic test which assesses the aims of the National Curriculum that have been taught throughout the unit. The raw score of the test is converted into a stage boundary which shows at what stage a pupil is working. An example is as follows:

Year 6 Topic Test - Living things and their habitats

Raw Score Range	Scaled Score Range	Stage	
0 - 10	Below 75	Emerging	Working towards the expected standard
11 - 16	75 - 89	Developing	
17 - 19	90 - 99	Progressing	Working within the expected standard
20 - 25	100 - 114	Secure	
26 - 29	115 - 125	Exceeding	Working above the expected standard
30	Above 125	Exceeding with greater depth	

3.7 Assessment of Foundation Subjects

Foundation subjects are assessed against the National Curriculum expectations. For subjects taught through Kapow (History, Geography, Music, French, Art, DT and PSHE), we use a range of assessment measures:

Knowledge Organisers

These are fun and child-friendly tool used to generate interest and spark curiosity about a new topic. At the start of a unit, knowledge organisers can be used to revise related knowledge; make links to prior learning; initiate questions and introduce and explain new vocabulary.

Within a unit, knowledge organisers are used to embed information and deepen learning. They act as visual and vocabulary prompts and form the focus of discussion groups - where they can also act as scaffold for speaking, reading, writing and listening tasks. Pupils use the knowledge organisers to self and peer assess as well as self-correct. They can be shared with parents to support the completion of topic-based homework and enable parents to work collaboratively on a topic.

Unit Quizzes

Short, interactive quizzes consisting of 5–10 multiple choice questions (with one opened ended question) are used to assess the foundation subjects taught through Kapow. Unit quizzes can be used verbally at the start of a unit to assess prior knowledge, or in written form at the end of a unit to evaluate progress.

Knowledge/Skill Catchers

These one-page documents show an image relating to the topic, accompanied by open-ended questions. The number of questions and their complexity vary depending on the year group.

At the start of the unit, knowledge catchers are useful to create interest in the new topic and assess what pupils already know. The teacher may show just the image, or even part of the image, to children as a sneak preview to elicit their thoughts and ideas.

At the end of the unit, pupils can answer the questions in more detail. They may like to discuss the answers with other children first, but we recommend letting them answer the questions independently so you can assess individual understanding.

In History we use skills catchers instead of knowledge catchers. They work in the same way as knowledge catchers but with a focus on assessing the development of skills rather than knowledge acquisition

3.8 Assessment of RE and PE (including swimming)

RE

RE is assessed against the 'progression targets' set out in the locally agreed syllabus. These are separated into two main areas:

PT1 – Knowledge and understanding of religion and worldviews

PT2 – Responding to religion and worldviews

A range of formative and summative assessment methods are used throughout the year to assess pupils against the knowledge and skills in the progression grid. At the end of the year, attainment is reported to the local authority as 'emerging, expected and exceeding'.

PE

PE is taught through Complete PE. This tool offers a progressive planned out curriculum with corresponding success criteria for each unit and lesson. Teachers use observation and informal assessment tasks to assess pupils against the National Curriculum. This information is used to inform attainment that is recorded at 3 times during the year.

Swimming is taught and assessed through Swim England. Additionally, we collect and share data on our year 6 pupils' ability to pass the assessment to swim 25 metres and their ability to use a range of swimming strokes (breast, front crawl and back stroke).

3.9 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).

3.10 The Boxhall Profile

We use this unique online tool to assess the social, emotional and mental development of our pupils. It provides a precise picture of the pupil's strengths, as well as any difficulties that could affect their learning. It tells us what type of support pupils require to meet their needs and provides practical strategies and techniques to support the pupil to progress in this area. These profiles are created by adults who are familiar with the child and are then reviewed on a half termly basis which will highlight progress made and any further areas that require further support (please see the behaviour policy for more detailed information).

4. Collecting and Using Data

Attainment and Progress

Teachers use the data collected to inform the assessment that they make at the end of each term. The outcomes of the assessments are used to inform future planning of whole class, group and individual teaching elements.

Attainment and progress data is collated termly and is analysed by year and subject leaders to ensure pupils are on track for meeting ARE and GDS targets and to ensure suitable progress is being made. This information is used within year leader's termly reports (example in Appendix D). From this, year groups set actions for the next half term.

The outcome of the termly data forms the basis of Pupil Attainment and Progress Meetings - which are completed in year groups, facilitated by the assessment co-ordinator. These meetings aim to 'dive deeper' into the data to ensure a clear understanding of the pupils who require additional support. The year leaders and assessment coordinator - with class teachers - discuss each individual child's attainment and progress and set challenging yet realistic targets for each child for the following term. (Pupil Attainment and Progress Meeting template in Appendix E)

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.

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 (Higher Learning Potential) 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 EYFS (this is no longer recorded at EYFS however there remains historical data for this) and 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

Combined trackers are used on PiXL 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.

Tracking of Groups

In addition to tracking individual and cohorts of children, particular focus groups are also tracked:

- ❖ Boys
- ❖ Girls
- ❖ Pupil Premium (Disadvantaged Pupils) and Free School Meals
- ❖ SEND
- ❖ EAL

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.

Aspire through Fisher Family Trust (FFT)

We use Aspire performance analysis tools to obtain a summary of our school’s end of key stage performance and compare our attainment and progress to national data and data of similar schools. It supports teachers and leaders to action plan to improve standards and adapt provision in order to accelerate progress. The results are shared within governor and senior leadership meetings to sharpen conversations about data and explore specific actions to include within our School Development Plan (SDP).

4.1 Summary of Data Collected and Purpose

Data collected	Purpose
Termly teacher assessment in each curriculum area is inputted into Arbor	To track the attainment and progress of individual pupils and cohorts. To identify

Progress against the Writing TAFs	To ensure pupils are able to progressively apply the skills of their year group in order to be ready for the next year group's objectives.
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.
Combined Tracker	To ensure attainment across combined subjects and target pupils who are vulnerable in specific subjects
PIVATS used alongside SEND targets	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 share 'New to year...' information (through written means or a meeting) 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:
 - 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 SEND targets, PP plans and Behaviour plans; and in this meeting, additional information will be given to parents to guide their help at home.
 - 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.
 - 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 6 children are invited to a meeting 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:

- Year 1 phonics results – Passed or failed
- Year 2 phonics retake results – Passes or failed
- 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 SEND targets on Provision Map. These 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 SLT 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 and Deputy headteacher who is also the 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 various means: 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 heads 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.
- ❖ Writing moderation - teams meet regularly to collaboratively moderate the writing standards in their year group. This is to ensure consistency of the provision for writing as well as to ensure the assessment of writing is accurate and consistent.

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