

## The Assessment Policy

### **Introduction**

At SVS we follow the British standards and criteria for assessment, both formative and summative, and take part in International benchmark assessments. Assessment, recording and reporting are important elements of teaching, but they need to be manageable if the information they yield is to be useful.

South View School is committed to the principle of ‘assessment for learning’ as well as acknowledging the need for assessment of learning for the purposes of grading and reporting. Assessment, which is explicitly designed to promote learning, is the single most powerful tool we have for both raising standards and empowering lifelong learners. The characteristics of assessment that promote learning include:

- It is embedded in a view of learning and teaching of which it is an essential part;
- It involves sharing learning goals with pupils;
- It aims to help pupils to know and to recognise the standards they are aiming for;
- It involves pupils in self-assessment;
- It provides feedback which leads to pupils recognising their next steps and how to take them;
- It is underpinned by confidence that every pupil can improve;
- It involves both teacher and pupils reviewing and reflecting on assessment data.

### **Salient Points**

1. An assessment suite is used to identify individual starting points including historic teacher assessment, GL PTs, CAT4 and teacher baselines. This data is triangulated to form an ‘individual expected progress flight path’. These flight paths are entered into OTrack and tracked against a systematic and robust formative and summative assessment system – note the assessment overview.
2. Assessment for Learning and Planning for Progress is key in our day-to-day assessment of SVS students. We involve students in this journey – “Where I am, Where I am Going, How I will Get There”
3. A regular review of assessment informs our curriculum adaptations and Learning and Teaching strategies.
4. Impact is reported regularly throughout the academic year with middle and senior leaders, as well as parents.

## **Further Details below, followed by an appendix**

Pupils' involvement in the assessment process is vital. All pupils are encouraged to take part in their own assessment. They are told of the success criteria statements for each lesson and are increasingly given the opportunity to suggest suitable success criteria for lessons. They will discuss these in plenary sessions and comment on their work as to whether they have achieved them.

All pupils are encouraged to develop the skills of peer and self-assessment by looking at their work and checking if they have achieved the success criteria statements through the success criteria identified at the beginning of the lesson.

Pupils assess their own progress by commenting on their view of their strengths and weaknesses.

Assessment needs to be seen as three connected levels: day-to-day, periodic and transitional.

Day-to-day assessment is often an informal part of every lesson. Its purpose is to:

- Check that pupils are developing mental skills: for example, that they can recall mathematical facts, estimate, calculate mentally, and use visual imagery;
- Check that pupils have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give information that will help to adjust day-to-day plans and brief any support staff which pupils to assist, and how to assist them.
- Gather information against the defined assessment criteria to contribute towards the process of 'Building a Picture'.

Some key features of day-to-day assessment are:

- Objectives being shared and discussed with pupils
- Peer and self-assessment
- Pupil engagement and immediate, 'live' feedback
- Effective use of high-quality resources

Ways to make these assessments include:

- During every lesson, absorbing and reacting to pupils' responses to open and closed questions, seeing whether they are confident or hesitant with new work, deciding whether they need extension work or more help. If there are any misunderstandings/misconceptions, lessons are adjusted to address them straight away. The plenary is a good time to firm up day-to-day assessments by asking probing questions to judge how well pupils have understood new work and to check again for any misconceptions. The start of the next lesson could focus on these misconceptions.
- Marking of pupils' work in class followed immediately by a discussion with the class to give pupils' feedback on their performance and what they need to do to improve. At the same time, errors can be put right and the merits of different methods or approaches discussed.
- The traffic light systems during questioning in starters, plenaries and after work or activities may have been completed.

**Periodic assessment** is the process of standing back and considering the information that has been gathered through day-to-day assessment in relation to the British National Curriculum. Judgments are refined into 'Working Towards', 'Working At' and 'Working Above' within a level using sub-levels (W1 – W3+/M). This is done in a holistic way by taking into account how independently, how consistently and in what range of contexts pupils demonstrate their attainment. This constitutes an 'intelligent' differentiation. Its purpose is to:

- Review pupils' progress over the previous cycle of work in relation to assessment criteria and therefore national standards
- Identify pupils' progress against specific individual targets, including those in IEPs, so you can give pupils feedback and set new targets
- Provide a broader view of progress for the teacher and the learner
- Help improve curriculum planning
- Provide information to feed into reporting

At South View School all year groups carry out systematic and robust assessments each half term as per the assessment overview. These are moderated within each year group.

Heads of subjects maintain, review and update samples of work that reflect the knowledge the pupils have acquired from the taught curriculum. These are called moderation and standardisation documents and teacher refer to these while forming end of term summative judgements.

Assessments of each child's progress will be tracked against their individual starting points and subsequent flight paths. This is to ensure they are on course to meet or exceed their goals and

make expected or better than expected progress. If a child appears to be underachieving or achieving at a higher level than originally expected for any reason, the class teacher will discuss a plan of action with the Inclusion department.

Evidence may take the form of recordings, photographs and observational notes for school use only.

The information is recorded and used by the class teacher for data collection and analysis and shared in termly data review meetings with the Primary School Leadership Team (PSLT).

### **International and National Benchmark Assessments**

At South View School, whilst also completing the internally marked National Curriculum Tests for England, we also take part in a range of International assessments, including:

- TIMSS, PISA + PIRLS when applicable
- CAT4 and GL Progress Tests
- NGRT, Star Reader and Accelerated Reader
- PASS attitudinal study
- Not As We Know It UK benchmarking assessments
- White Rose Assessments
- Solo Taxonomy

Teachers, Heads of Year, Heads of Subject and PSLT are all provided with the results and reports as soon as they are available to ensure that they are aware of the needs of their pupils and areas to develop.

### **Recording**

Evaluations of weekly planning are recorded by the Heads of Year and the Deputy Head of Primary – Learning and Teaching.

Weekly planning folders and pupils records are kept in the classroom. The teacher may keep an informal personal notebook to make observations, which facilitate teacher assessment. This notebook need not constitute part of an official record, although the notes may be used to inform this. SeeSaw and Teams are key to recorded learning and feedback.

Staff set aside non-contact time to discuss pupils moving on within the school to ensure continuity and progression towards the pupils end of term targets, outlined in their Pupil Progress Meeting documents.

## **Inclusion**

Some students of determination will benefit from specific access arrangements when completing assessments. These are outlined in a child's Pupil Profile for all teachers to view. Further guidance on access arrangements can be found in the Access Arrangements Policy.

## **Reporting**

Parents are informed of their child's progress three times a year, during Parent/Teacher Meetings and student led conferences. Any parent may request to see the class teacher or the Head of Year at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher or the Head of Year will ask to see a parent if they are concerned about the progress of a child in their class. Parents have a fortnightly opportunity to drop in to the class as SVS Shares on a Friday morning, before pick-up.

Reports are distributed to parents twice a year. Parents are given the opportunity to discuss the contents of the report. The teacher identifies areas of desired progress and all concerned parties agree to pursue these targets.

## Appendix

**Aim:** *‘to provide valid, reliable and comprehensive information that is used to evaluate students’ progress against curriculum standards and expectations’* DSIB Inspection Framework

### **Responsibility**

All academic staff are responsible for the implementation of this policy to their practice.

### **1. Purpose**

The purpose of this policy is to outline the rationale and approach to assessment at South View School. This policy clarifies our progressive approach to assessment from the Foundation Stage, through to the Secondary Phase.

Assessment derives from clear intentions in schemes of work. These are related to EYFS, National Curriculum Programmes of Study as well as locally determined teaching and learning priorities.

### **2. Systematic and Robust Assessment**

We have focused our attention towards pupils **potential** and their progress towards it in order to ensure that we achieve the best possible outcomes for our pupils.

At the beginning of our Assessment Overview, we calculate **potential** for every child based on the wealth of assessment data we collect and analyse in school. This is then used to create an expected progress flight path.

### **3. Measuring Impact**

We have rigorous systems and processes to ensure that a) policy reflects current practice and b) above said systems and processes are having a positive impact on the achievement of pupils at South View School.

Meetings between Senior Leadership, Middle Level Leaders and Class Teachers ensure the focus on pupils **achievement** remains high on the agenda. Class teachers bring current data, evidence and their notes from formative assessments on a range of groups within their class and present their analysis. The focus of these is on tracking pupils’ progress towards their **end of year potential**. We examine the learning and identify needs as well as evaluate the **impact** of what has been put in place already. This rigorous process places high importance on pupils achieving their maximum **potential** at our school and give focus and clear next steps both within and across year groups. It also enables progress against the individual flight path to be tracked accurately.

#### 4. Types of Assessment

We assess in a number of different ways with different purposes during the year. There are 3 main forms of assessment used at South View School:

1. Formative Assessment
2. In-school Summative Assessment
3. Standardised Summative Assessment (International Benchmarking)

**Formative Assessment** – *used by teachers to evaluate pupils knowledge and depth of understanding on a day to day basis and to tailor teaching and learning accordingly – OTrack.*

**Formative assessment** drives learning and teaching at South View School. We believe that on-going teacher assessment based on what the pupils demonstrate in their learning on a daily basis, is the most accurate way of making secure judgements about them.

Through the use of **formative** tracking (OTrack) teachers are able to regularly record judgements and evidence against the Development Matters document and English National Curriculum End of Year Expectations (EOYE). This is then used to inform planning for next steps in learning and promotes discussion and moderation within and across year group or phase teams. EYFS use Seesaw to the same effect.

#### Methods of formative assessment

OTrack is used as a tool to support formative judgements made through:

- observations of pupils including what they say
- work in books/recorded evidence
- discussions with pupils
- photographic/film evidence of tasks and learning opportunities
- pupils' peer and self-assessment
- Ongoing formative assessment on OTrack

#### How will the school ensure that teachers can accurately assess the progress, attainment and wider outcomes of students of determination?

The inclusion team work with teachers to identify and support pupils with Special Educational Needs and Disabilities. Pupils are supported using differentiated planning, tasks, learning objectives and adults are planned to support the needs of individuals in the classroom. On occasion, pupils may need to work on different activities with the Inclusion Team in order to make progress related to their own individual needs and targets.

Pupil progress is tracked through OTrack, IEP targets (where appropriate), external data and internal assessments. IEP's are updated on a termly basis by the class teacher and SENCO. Teacher's update OTrack regularly to ensure all teaching is fully suited to individual needs.

**Summative Assessment** – *used by teachers to evaluate how much a child has learned at the end of a teaching unit (includes end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities).*

#### In-school Summative assessment

The school has an assessment overview document that details which summative assessments will be carried out and when. They are used to triangulate, support and challenge teacher's judgements and some are benchmarked with UK outcomes. They are carried out half termly, as per the overview:

- White Rose Termly Arithmetic Assessment
- White Rose Termly Problem Solving and Reasoning Assessment
- Times Tables (Y2, 3, 4), Mental Maths (Y5, 6)
- Ros Wilson Writing Criteria half termly with fiction and non-fiction writing
- Oxford Reading Criterion Assessments
- STAR Reading Assessments
- Read, Write, Inc
- Solo Taxonomy assessments

These are used alongside the Moderation Grid to form a summative end of term judgement on OTrack. These judgements will be tracked against the Pupil Flight Path to monitor and track progress.

The use of summative assessment provides the school, pupils and parents with a clear and calibrated picture of where a child is in their learning. Summative assessment can be used for gap analysis and therefore provide a valuable tool to meet the needs of pupils. Summative data can also be used to monitor and evaluate the impact of curriculum and strategies on the individual needs of pupils.

#### International/National Benchmarking

In line with the **UAE National Agenda**, the school uses international benchmarking assessments (GL Progress Tests, PASS, National Curriculum Assessments, PM Benchmarking, Phonics Screening Check, TIMSS/PIRLS and CAT4) to compare progress and attainment both nationally and internationally as well as to inform academic potential (CAT4). The school is able to adapt planning and long term objective coverage in order to help meet National Agenda requirements. Comparisons to international assessment help the school to evaluate its own



practice and priorities with like for like schools. CAT4 assessments are for pupils in Year 2 and above.

GL Progress Tests provide the school with a summary of progress from across the academic year. Gap analysis from the GL assessments enable teachers to plan and focus objectives to ensure full coverage and attainment of the curriculum.

PASS (Pupil Attitude to Self and School) surveys are conducted once a year for all pupils from FS2 upwards. This is an attitudinal survey that provides us with a measurement of a child's attitude towards themselves as learners and their attitudes towards school. Information from the surveys is used where appropriate to target support or intervention where necessary.

#### How do we standardise and validate the different assessments used?

National Curriculum Assessments (NCAs) give a scaled score for the school and parents to make comparisons between the school's attainment and attainment in other schools. GL Progress Tests provide the school with standardised scores, validated by the large number of participants sitting them. As a school, we recognise that the format and content of the summative assessments may not always match the contexts and experiences of our pupils in Dubai.

Summative assessments are used at specific points within the Assessment Overview. The school's focus remains on day to day **formative** assessment against the Development Matters document (EYFS) and English National Curriculum EOYE (Primary).

A combination of formative and summative data is used to agree every child's end of year **potential**. Progress towards this **potential** is tracked on a half termly basis and informs the regular data meeting discussions.

### **5. Integrity of Assessment**

Systematic and robust processes are in place to ensure data at South View School has integrity and validity.

#### Standardisation and Moderation

The process of standardisation against new assessment criteria is ongoing; this is moderated by the Head of Primary along with subject and key stage leaders. Moderation of core subjects is triangulated between:

- ongoing teacher assessment, tracked on OTrack
- assessment criteria externally benchmarked against UK standards
- termly assessment booklets externally benchmarked against UK standards

- internal systems such as PM Benchmarking

A key strategy for ensuring assessment judgments are reliable and valid is the use of in-school as well as cross-school moderation. Moderation is used to ensure parity of judgement. This could, for example, include teachers sampling work to check for consistent application of evaluation criteria.

#### Pupil Progress Meetings

Pupil Progress Meetings take place every term. Findings will be discussed with their Head of Primary and line manager and focus areas will be identified to help reach the End of Year goals. These focuses are documented in the Story of My Class documents.

#### Middle Level Leader Data Presentations

Middle Level Leaders (MLL) are expected to present data from their year group, phase or subject twice a year. The presentations are made to senior leaders and other MLLs to ensure all leaders have a wide understanding of the data picture.

Where Distance Learners are applicable, all formal assessments are completed via Zoom in a 1:1 setting with screens shared at all times. An additional adult is always present on the Zoom, or it is recorded.

### **6. Links to Learning and Teaching / Curriculum**

Depth and mastery of the curriculum is fundamental to every child's achievement. At South View School, pupils have opportunities for depth and mastery at every stage of their learning. Teaching and Learning practice is directly linked to our philosophy for assessment. Learning objectives are progressive so that teachers' assessment of depth is ongoing meaning, that judgments at Pupil Progress Meetings are secure.

### **7. Pupils Taking Ownership**

It is of paramount importance to us that the pupils are able to articulate their learning and their own next steps. Pupils (Years 1-6) set targets at the beginning of the Assessment Overview alongside the class teacher. These are recorded in the classroom.

Pupils are given regular opportunities to reflect on their learning with their teachers and peers. This may take the form of discussion tasks, peer assessment and moderation of work, self-assessment and editing/improving. Pupils are encouraged to reflect on the feedback in their books recorded by the teacher and are given opportunities to improve, edit and up-level their work – this evidenced through the use of blue and purple pens (response in blue; edits in purple). Target Boards, Progress Boards and SeeSaw are used as a tool for pupils (with age

appropriate support from adults) to record and review their progress.

## **8. Parents as Partners**

As with our pupils, we have very high expectations of our parents. We see them as partners in their pupils's learning. There a number of ways in which parents are able to engage in their pupils's learning and progress.

### Parent Communication

Before the start of each half term, class teachers share the learning overview with parents. Weekly newsletters give an overview of previous and upcoming learning, as well as shared tasks to be completed at home, closing the gap between home and school.

### Learning Journals

Learning Journals are electronically evidenced live through SeeSaw. Evidence is updated regularly, approved by teachers and viewed by parents at home.

### Parent Teacher Conferences (PTCs)

Parent Teacher Conferences take place twice a year with the option of an additional meeting if parents wish to discuss the report. At the first, class teachers will share end of year potential as well as share how well the child has settled back into school. The following PTCs focus on progress towards potential and attitude towards learning.

### Student Led Conferences (SLCs)

Student Led Conferences are a reflective conversation between parent and child that take place twice a year. They are child led and supported by the class teacher. They are used to inform parents about the skills their child has developed, what challenges they face, what their targets are going forward and what kind of learners they are. They are also a fantastic opportunity for children to showcase the learning from a range of sources (child choice) that they feel most proud of and for parents to celebrate with them.

The following outlines a number of questions that parents may want to use in order to facilitate the conversation.

#### *Questions for Parents:*

*Why have you chosen this piece/these pieces of work?*

*When was this work created? e.g. which lesson or sequence of lessons?*

*What work/learning was needed to help you to create this final piece? e.g. planning, research, reading etc.*

*Which verbs from Bloom's can you use to describe the depth of your learning in this piece of work?*

*What are you most proud of? Why?*

*What skills did you need in order to complete this work successfully?*

*Did you require a number of different skills from different lessons? Which ones?*

*In relation to this piece of work, what would you improve for next time? Why?*

### Reporting to Parents

Parents are provided with quality information about their child's progress towards end of year potential at the end of each term.

Reports include information regarding:

- attendance and punctuality
- personal comment
- end of year potential for each subject
- progress towards potential
- attitude and contribution towards learning
- reference against Learning Skills
- Triangulation of Benchmarks of potential (CAT4), last year's attainment (GL Stanines) and progress towards Expected Progress End of Year Goal

The term 3 report also includes additional information regarding pupil acquisition of each subject and targets.

### **Evaluation of this policy**

When evaluating the use and impact of the assessment policy, leaders will evaluate the extent to which:

- assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning; and
- assessment information is shared with parents to help them support their pupils.

When evaluating the accuracy and impact of assessment, leaders will evaluate the extent to which:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils can achieve their potential by the end of year or key stage;
- assessment draws on a range of evidence of what pupils know, understand and can do across the school's own curriculum;
- teachers make consistent judgements about pupils' progress and attainment, for example

within a subject, across a year group and between year groups.

When evaluating the effectiveness of leadership and management, the school will consider:

- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment;
- how effectively leaders monitor the progress of groups of pupils to ensure that none fall behind and underachieve.