

# Pickwick Academy Trust



## Overarching Assessment Statement

**Reviewed: September 2020**

**Ratified: September 2020**



**“Working together to provide the best schools and outcomes for our children”**

## **Assessment Statement**

### **Rationale for learning**

Assessment should show clearly what a child knows, understands, can do and what they need to do next.

- Teacher assessment should have clear aims and inform future teaching.
- It should be part of the teaching and learning process.
- Children should know what is expected of them, what they are being assessed on and what they need to do to improve.
- Assessments should be recorded in a clear and concise way to inform future planning.
- It should involve looking at the “whole child”, their personal and social development, attitudes to work and each other.
- It should focus upon learning processes as well as intended outcomes.
- It should identify strengths.
- It should identify targets for improvement.
- It should be used effectively to raise standards of attainment and achievement.
- It should provide information for the school on cohort progress as well as individual progress.

### **Aims and objectives**

Teachers have a responsibility to ensure:-

- That they know and use assessment data to support pupils progress, the development of a cohort and subject areas.
- That they are clear about the objectives of what pupils are to learn and make regular provision for assessment which is related to these objectives.
- Use of their professional judgement in making assessments and in devising their own manageable, assessing and recording strategies.
- That assessment for learning opportunities and target setting processes are an integral part of their planning
- That they are able to monitor the progress of pupils successfully and judge the effectiveness of their teaching.
- That they work with colleagues to moderate their judgements about pupil’s work.
- That they are able to use Insight tracker confidently to input data and track pupils vulnerable to underachievement.

- That they provide pupils with effective feedback to support their learning.
- Provide feedback to parents and give guidance on the child's strengths and areas for development.

## **Types of Assessment**

There are two types of Assessment – Formative and Summative. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Formative Assessment** provides the teacher with an analysis of a child's performance (strengths/weaknesses), which therefore, informs future planning. This can be an informal part of each lesson to check understanding and give the teacher information which will help to adjust day to day lesson plans.

**Summative Assessment** provides the teacher with a level, grade, score or reading age, by which the child can be compared with his/her peers and individual progress monitored (e.g. PIRA, PUMA and GAPS tests, national assessments eg practice SAT papers) Each even term these judgements are discussed at target setting meetings with the Headteacher, Assessment Leader and other relevant members of the SLT. This enables individual as well as cohort progress to be monitored and realistic but challenging targets to be set for future improvement. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record.

Summative Assessments will take place throughout the school year, in line with the school's assessment calendar, to assess and review pupil's progress and attainment. This will take the form of PIRA, PUMA and GAPS tests as well as compulsory National Curriculum tests for pupils in year 2 and 6. Mark Gap analysis tool will analyse this data and identify gaps to inform future planning.

Accurate information will then be reported to the Executive Headteachers and then the School Improvement Committee.

## **Finding out about pupil progress and achievement**

To make a judgement about the progress and achievements of individual pupils and groups of pupils a school needs to do three things:-

1. Find out about what pupils know and can do when they first begin at the school by using a Foundation Stage baseline assessment.
2. Find out about pupils' progress in the classroom.
3. Compare pupils' achievements in different ways using school, local and national data.

From this information appropriate targets for future learning can be set. These targets are individual, class, cohort and school.

## **Setting targets**

Target setting is a vehicle by which standards can be improved.

## **PAT targets**

Annually it is agreed through discussion with the Executive Headteachers and the Head of School to set challenging but achievable targets based on prior attainment and FFT Aspire. Each school will need to set targets against the following:

- Proportion achieving Age related Expectations or Above in reading, writing and maths
- Proportion achieving expected progress in reading, writing and maths
- Percentage of Pupil Premium achieving Age Related Expectations or above in both Reading, writing and maths
- Proportion of Pupil Premium achieving expected progress in Reading, writing and maths

As part of a Multi Academy Trust, the school targets for the end of each Key Stage feed into the Key Performance indicators for the MAT.

## **Approaches to Assessment**

### **A. Assessment Procedures**

- Staff meetings, key stage meetings or year group meetings are held where the staff can assess and make judgements about pupils learning (e.g. moderation of writing).
- At the end of Terms 2, 4 and 6, teachers make assessments of the children's progress in reading, writing, maths and science. They enter the data into Insight and Mark Gap analysis tool. The program then enables the teachers and SLT to track progress and assess this progress against prior attainment, FFT data and aspirational targets set for individuals and the cohort.
- The use of the Insight enables teachers, SLT, subject leaders and SENCO to track progress in order to identify if pupils are achieving their potential. Interventions can then be put in place for any child, especially vulnerable children, causing a concern.

### **B. Statutory Assessments**

SATs are carried out in Y2 and Y6. Teachers administer them in line with national guidance. Parents receive information about their child's achievement when results are published. The school forwards information on the children's achievement to the appropriate authorities and at Y6 the child's next school.

Phonics Screening is carried out in Year 1 in line with national guidance.

## **Equal Opportunities and children vulnerable to under Achievement**

We are aware of the need to monitor for under achievement by using our data to establish whether there are any significant trends, for example, in gender, race or disadvantaged pupils. This is done by analysing SATs results in more detail using Raise Online, Fischer Family Trust data, PIRA/PUMA analysis etc. We also monitor carefully and may provide additional support to children who for particular reasons may be vulnerable to under achievement, especially those in receipt of Pupil Premium.

**Date of next review: September 2021**