DIAMOND PRIMARY ACADEMY
ASSESSMENT POLICY

Date of Policy : September 2021   Date of Next Review: September 2023

Signature: Chair of Academy Council   Date: 28th September 2021

Principles of Assessment

At Diamond Academy 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 feel it is essential to be aware of pupil's individual gaps in learning. This information can be used to form the basis of support, therapies and interventions, in order to escalate progress.

Aims and Objectives:

The further aims and objectives of assessment in our academy 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 to 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 academy. 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 so they can work in partnership with the academy to support their child's learning.

- To create a smooth transition from one year group 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 Academy Council members 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.

Assessment Approaches

Within the academy, 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 daily. This can include low stakes testing at the start or end of a lesson.

2. In-academy 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.

The outline of the types and frequency of assessments carried out throughout the school can be found in the Whole School Assessment Overview

Summative Assessments

At the end of the year, teachers in Years 3, 4 and 5, assess using 'teacher judgement' based on work carried out over the course of the year, linked to the National curriculum, as well as through use of professionally produced written assessments. Both Year 4 (Tables) and Year 6 complete National testing.

Collecting and Using Data

Attainment and Progress

Attainment and progress data is 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 recorded at the end of each term on Pupil Asset. Attainment and progress is outlined for core groups of pupils and outcomes are rag rated according to the following colours used on Pupil Asset:

| Red - Serious concern - significantly below set targets | Yellow - Cause for concern - below set targets | Green - Good - broadly in line with set targets | Blue -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, and Interim Principal - with class teachers - discuss each individual child's progress termly in a 'Pupil Progress and Attainment' meeting 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 team have termly meetings where pupil progress is discussed, reported and planned, quality assuring the provision for each group and individual pupils and ensuring suitable progress is being made. This is reported to the Eastern Multi-Academy Trust and Academy Council.

Greater Depth Standard Tracking

The Assessment Leader tracks the 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 Assessment leader will support teachers to ensure the learning opportunities through provision provide enough challenge to accelerate learning to a GD standard.

Combined Tracker

Once 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.

Summary of Data Collected and Purpose

Data Collected	Purpose
Termly Assessments against National Curriculum coverage by class teachers recorded on Pupil Asset	Standard of ARE achievement and identification of individual pupils
Termly test results from PIXL Assessments	Monitor ability and confidence to transfer knowledge of test style questions & identify areas of support needed.

ARE Milestones – a record of each year group's termly achievements in core subjects (English reading, writing, 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 on specific pupils
Targets – children are set end of year targets in each core subject	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 specific pupils who are vulnerable in certain subjects

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 SENDCO (Special Educational Needs and Disability Coordinator) and either put forward as a concern or placed directly on the SEND register so that interventions and specific programmes can be put into place to provide support for the child.

The SENDCO 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.

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 Diamond Academy 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 Family Support Worker, behaviour and attendance plans are completed to ensure the needs of the 'complete' child are being met, thus impacting upon improving standards and progress.

Training

All teachers are kept up to date with developments in assessment practice through 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

Monitoring and Moderation

For assessment to be valuable, it needs to be accurate and consistent throughout the academy. 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 phase leaders, subject leaders, the interim assistant principal and the principal. Findings are fed back to whole teams to share good practice and improve standards across the academy. It is expected that learning walks are carried out at least weekly

- 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 academy priorities.

- Book Scrutiny- 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 leadership 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 Scrutiny- leaders complete planning scrutiny 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 questioning.

External Moderation.

- Eastern Multi Academy Trust will visit regularly and carry out monitoring and moderation exercises.

- Triad moderation with visits and book moderations will be completed with other schools to share best practice and to verify standards against them.

ASSESSMENT TIMETABLE 2021 – 2022 (PIXL)

PAPER	ASSESSMENT WINDOW	QLA DEADLINE	PUBLICATION OF QLA & IFT REPORTS
SEPTEMBER ASSESSMENT Year 6	6TH Sept – 24th Sept 2021	Thurs 30th Sept 2021	Weds 6th Oct 2021
OCTOBER ASSESSMENT AUT 1 Years 3, 4, 5	27th Sept – 22nd Oct 2021	Thurs 28th Oct 2021	Weds 3rd Nov 2021

NOVEMBER ASSESSMENT YEAR 6	8th Nov to 26th Nov 2021	Thurs 2nd Dec 2021	Weds 8th Dec 2021
JANUARY ASSESSMENT YEAR 6	10th Jan – 28th Jan 2022	Thurs 3rd Feb 2022	Weds 9th Feb 2022
INTERIM WRITING ASSESSMENT YEAR 6	10th Jan – 10th Feb 2022		Weds 16th Feb 2022
FEBRUARY ASSESSMENT SPRING 2022 YEARS 3, 4, 5	24th Jan – 25th Feb 2022	Thurs 3rd March 2022	Weds 9th March 2022
MARCH ASSESSMENT YEAR 6	28th Feb – 18th March	Thurs 24th Mar 2022	Weds 30th Mar 2022
JUNE ASSESSMENT SUMMER 2022 YEARS 3, 4 , 5	16th May – 24th June 2022	Thurs 30th June 2022	Weds 6th July 2022
FINAL WRITING ASSESSMENTS YEAR 6	13th June – 30th June 2022		Weds 6th July 2022

NATIONAL ASSESSMENT TIMETABLE – DATES SUBJECT TO CONFIRMATION

YEAR 4 Times Tables Check – 6th June 2022 (3 week window for testing)

YEAR 6 SATs – Monday 9th May to Thursday 12th May