Al Yasmina Academy

Primary Assessment and Marking Policy

Policy First Issued on	**August 2017**
Next Policy Review Date	**June 2022**
Policy Amended	**June 2021**
Lead Professional	**Sarah Lane (Primary)**

Rationale:

The aim of this policy it to create consistency across Al Yasmina Primary in terms of data and assessment across the phases.

This policy will give Middle Leaders and their staff teams the necessary information to plan data collection points throughout the year and enhance awareness of which type of assessment is advisable at the different collection points.

"The quality of assessment has a significant impact on the attitudes to learning and on attainment in schools by stimulating and challenging students to work hard and by encouraging teachers to focus on how to improve the learning of individual students...the overall purpose of assessment is to improve standards, not merely measure them." OFSTED.

Assessment is not a new initiative; it is, and has always been, a vital part of effective teaching and learning. The purpose of assessment must be explicit and must be an ongoing part of the learning process. Assessment should be used to identify areas where learners need support and intervention and must cater for all levels of competency.

Purposes of Assessment

Assessment is an essential part of the instructional cycle; it provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration for teachers.

Student learning is promoted through:

- Assessing prior knowledge and experience,
- Differentiating instruction to meet individual needs,
- Engaging learners in reflection to determine strengths and weaknesses and to set goals,
- Providing feedback for students,
- Expanding student learning opportunities,
- Building a profile of a student's understanding.

Information about student learning is provided through:

- Examples of student work or performances,
- Statistics relating to benchmarks and/or rubrics or test scores,
- Test results.

Program evaluation uses a variety of student assessments to:

- Assess students' current knowledge and experience before embarking on new learning,
- Assess new learning,
- Guide teacher planning and presentation,
- Assess student performance relative to standards,
- Focus on closing the achievement gaps among students,
- Inform all stakeholders.

Types of Assessments at AYA:

Baseline Assessment

- All teachers assess students' prior knowledge and experience before embarking on new learning.

***Assessment FOR Learning**: Formative/Ongoing Assessment*

- Formative assessment occurs throughout a teaching and learning cycle.
- Teachers gather a variety of evidence (observations, written outcomes, discussions) from individual lessons.
- This ongoing formative assessment will be used to inform teacher planning and next steps, ensuring progress throughout a unit is accessible to all students.

***Assessment OF Learning:** Termly/Unit Assessment*

- Summative assessment occurs at the end of a teaching and learning cycle.

- Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.
- The summative assessment for the units of work will provide data for assessment purposes and tracking.

***Assessment AS Learning**: Student Self-Assessment*

- Student self-assessment is interwoven throughout daily learning to engage students in reflection and assessment on their own learning.
- The students are given time to reflect on the progress in all subject areas after each unit of work, students need to be given the opportunity to reflect on their learning using a reflection sheet developed by the teachers.
- Students are engaged in a process of giving feedback on the instruction and experiences they are receiving- giving teachers honest, critical evidence of their performance in meeting the needs of their learners. This is planned into the MER schedule and occurs through termly student voice surveys, individual teacher spot checks and GL PASS assessments.

NB: As per the Teaching and Learning and marking policy all learners must have a record in their books/files to track their own progress, set targets and review their own learning.

All teachers must make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessments to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

All students must be part of the assessment process:

- Students understand clearly what they are trying to learn and what is expected of them.
- Students are given feedback about the quality of their work and what they can do to make it better.
- Students are given advice about how to make improvements.
- Students are involved in deciding what needs to be done next, and how this will be carried out.
- All students should be aware of their specific learning targets and their current position in relation to them.

Frequency of Assessments by Core Subject

English Assessment at Al Yasmina Academy

A robust assessment calendar for English allows us to make accurate attainment and progress judgements.

Reading

	Baseline	Half Termly	End of Year
Early Years	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • FS2 phonics assessment. • Oxford Owl assessment.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • FS2 a phonics assessment every 6 weeks.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • Phonics assessment for all Nursery and FS2 children.

Key Stage 1 **Key Stage 2**	• Year 1-3 Phonics Assessment • Year 2 Upwards Star Reader Assessment • Oxford Owl Assessment	• Year 1 phonics assessment every 6 weeks, plus Year 2 and 3 children not yet achieving a pass rate on the phonics screening test. • Year 2 Upwards Star Reader Assessment • End of Term 1 NGRT assessment	• Year 1 phonics screening, plus those in Years 2 and 3 that have not yet achieved a pass mark. • Year 2 Upwards Star Reader Assessment • End of Term 3 NGRT assessment • Year 2 upwards GL Assessments

Writing

	Baseline	Half Termly	End of Year
Early Years	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • WOW writing task assessed against year group criteria.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • WOW writing task assessed against year group criteria. • Ongoing assessment of cross-curricular writing against year group criteria.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • WOW writing task assessed against year group criteria. • Ongoing assessment of cross-curricular writing against year group criteria.
Key Stage 1 **Key Stage 2**	• WOW writing task assessed against year group criteria. • Weekly spellings following year group progression document.	• WOW writing task assessed against year group criteria. • Ongoing assessment of cross-curricular writing against year group criteria. • Weekly spellings following year group progression document.	• WOW writing task assessed against year group criteria. • Ongoing assessment of cross-curricular writing against year group criteria. • Weekly spellings following year group progression document.

Mathematics Assessment at Al Yasmina Academy

A robust assessment calendar for mathematics allows us to make accurate attainment and progress judgements.

	Baseline	Half Termly	End of Year
Early Years	• Nursery and FS2 – observations recorded on Seesaw against development matters framework.	• End of unit White Rose Assessments. • End of term assessments Arithmetic and reasoning. • Nursery and FS2 – observations recorded on Seesaw against development matters framework.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework. • FS2 Age-Appropriate Practical Math End of Year Assessment.

Key Stage 1	• Year 1 Age-Appropriate Practical Math Baseline assessment. • Year 2 End of previous year White Rose Term 3 Assessment	• End of unit White Rose Assessments. • End of term assessments Arithmetic and reasoning.	• End of term 3 assessment white rose. • Year 2 upwards GL Assessments
Key Stage 2	• End of previous year White Rose Term 3 Assessment		

Science Assessment at Al Yasmina Academy

A robust assessment calendar for Science allows us to make accurate attainment and progress judgements.

	Baseline	**Half Termly**	**End of Year**
Early Years	• Nursery and FS2 – observations recorded on Seesaw against development matters framework.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework.	• Nursery and FS2 – observations recorded on Seesaw against development matters framework.
Key Stage 1	• Year 1 Age-Appropriate Practical Science Baseline assessment. • Year 2 End of previous year Head Start Assessment.	• End of unit Head Start Assessment. • Investigation carried out once per term and assessed against year group scientific skills criteria.	• End of term 3 Head Start Assessment. • Year 3 upwards GL Assessments
Key Stage 2	• End of previous year Head Start Assessment.		

Moderation at Al Yasmina

Regular and robust moderation occurs half termly at Al Yasmina Academy in order to ensure the accuracy of assessments. External assessments are also used to inform judgements. The minimum moderation expectations for year groups are details below:

- Half termly year group moderation to take place in teams.
- Individual moderation in termly pupil progress meeting.
- At least twice per year wider school moderation.
- Exemplar material of students at each level to be added to the file half termly (starting end of Term1).
- One external moderation per year.

External Assessment

- Formal Assessments will take place in primary in line with the ADEK standardised assessment policy and GL assessment timeline:

GL Assessment	Group	Time	Setup by:	Report for:
CAT4	Y3 & Y5	Sept	Assessment Lead	Class teacher, PLT, Parent
PASS	Y4 & Y6	Nov	Pastoral Lead	Class teacher, PLT
Progress Tests (Paper)	Y1 (optional)	May	Assessment Lead	Class teacher, PLT, Parent
Progress Tests	Y2-Y6	May (as per ADEK timeline)	Assessment Lead	Class teacher, PLT, Parent

Assessment Procedures

1. Standardised tests/assignments/practical to be undertaken on a regular basis.
2. All work done within the school to be assessed according to school marking policy.
3. Educators responsible for keeping full records of all assessments completed for/by their own classes.
4. Parents to be kept informed of learner progress and assessment in line with the behaviour policy.
5. Regular feedback in line with the marking policy.
6. Interventions and problems to be communicated with HOY/Directors in line with the behaviour policy.

There are three forms of assessment reported in AYA: Effort, Attainment and Progress

Effort

1	Always
2	Mostly
3	Sometimes
4	Rarely

Teachers are required to report student's effort in homework, classwork and in their attitude to learning. Teachers giving students 3 and 4 for effort should have a bank of evidence in line with the **Behaviour Policy** to support this assessment.

Attainment

All staff are required to collect data from students at the following points in the year:

WHAT	WHEN		TYPE	PURPOSE
BASELINE	Term 1	End of Sept	Internal	Review/Targets
DATA DROP 1	Term 1	December	Internal/Engage	Reports/SLT/HQ
DATA DROP 2	Term 2	March	Internal/Engage	Reports/SLT/HQ
DATA DROP 3	Term 3	June	Internal/Engage	Reports/SLT/HQ

For Primary, the following categories are to be awarded- with equivalences noted:

ALDAR	ENGAGE	ESIS	GL SAS	GL STANINE
Not Achieving	NME	0	---	---
Sig Below	NME	1	<73	1
Below	WTE	2	74-88	2-3
Below +	WTE +	3	89-96	4
In-line	ME	4	97-103	5
Above	ME +	5	104-111	6
Above +	EE	6	112-118	7
Sig Above	EE +	7	>119	8-9

Heads of Year will instruct staff in terms of the assessment material for each data collection point throughout the year following the minimum assessment requirements in this policy.

Please note that the 4 collection points are for the school's central data collection system. As a department, we recognise that you may do more assessments throughout an academic year, and this is perfectly fine.

Judgements should be triangulated using teacher judgments, summative and external data and moderated in line with the Aldar moderation policy.

Progress

Teachers are required to judge progress in their assessments in the following way:

Above Expected
Expected
Below Expected

RECORD KEEPING

In line with this all-staff MUST:

- Keep a register with assessment markings in line with the data collection schedule.
- Track curriculum outcome coverage and depth of understand using Classroom Monitor.
- Track and log behaviour and rewards as part of the holistic view of the student in their planner.
- Use this to make informed and supported judgements of effort, progress and attainment across all classes.
- Use the behaviour for learning strategies as outlined in the **Behaviour Policy** to inform parents, Head of Year, Directors and/or SLT in a timely manner.
- To track class data and assessment and intervention using internal data sheets and pupil progress documents.