



Assessment Policy

Person responsible: Head teacher
Ratified by the governing body: Autumn 2021
Date for review: Autumn 2024

A handwritten signature in black ink, which appears to read 'Anne-Marie Renshaw'. The signature is written in a cursive style.

Reverend Anne-Marie Renshaw
Chair of Governors

ASSESSMENT POLICY

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson planning on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and Objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Types of Assessment:

In school formative assessment enables us to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching and planning accordingly. Through discussion, marking and feedback and in class AFL (Assessment for Learning) strategies, assessment is integrated into teaching sessions and recorded on weekly planning sheets. These assessments for reading, writing and maths are updated on the school tracking system, Target Tracker. National curriculum objectives are highlighted when achieved and this information is used to identify next steps for teaching and learning for individuals and groups. Progress can also be monitored using this information. Other subjects are evaluated and updated termly on planning sheets using Chris Quigley 'milestones' as a measure of attainment and progress. Subject leaders use this information to analyse standards in their subject.

In school summative assessment provides information of how much a pupil has learned at the end of a teaching period.

National curriculum statutory spellings are tested ½ termly.

Assertive mentoring half termly tests are used to assess understanding and inform next steps in maths. These also identify whether a child is 'below' 'within' or 'secure' compared to age expectation.

Reading assessments are also used to inform progress and next steps and give age standardised scores.

Nationally standardised summative assessment provides information of how pupils are performing in comparison to pupils nationally.

- In September the school carries out their own "baseline" assessment of the Reception children. This is carried out over the first 6 weeks through observations and a range of activities.
- At the end of the Reception year the children will be assessed against the EYFS profile. In end of year reports, Parents will be informed.

- Children in Year 1 will carry out the statutory phonic screening test in June. The score the children achieve and whether this is meeting the expected level or not, will be reported to parents in end of year reports.
- Children in Year 2 will be teacher assessed and complete the SATs. Results from them are then used to support teachers' assessment judgements. These results will be reported to parents at the end of the year.
- Children who do not pass the phonics test in Year 1 will complete the phonics test again in Year 2 and their mark will be reported to parents.
- Children in Year 6 will carry out SATs tests in Grammar Punctuation and Spelling, Maths and Reading during May. Writing will be teacher assessed. Results will be reported to parents at the end of the year. Year 6 will be assessed at regular intervals throughout the year using past papers and mock tests.

Evaluative assessment uses results of assessment to inform decisions regarding curriculum provision, teaching styles, resource allocation.

Methods of Assessment:

The following are all good methods of assessment that are used by the teacher:

- ✓ Discussion
- ✓ Observation
- ✓ Self-assessment
- ✓ Peer Assessment
- ✓ Marking
- ✓ Testing

Equality of Opportunity:

We ensure that all pupils regardless of gender, ethnic origin, cultural background or ability are assessed fairly. Pupils with special needs may require special consideration when any assessment procedures are taking place. In some cases it will be inappropriate, demotivating and stressful for a pupil to do the same test paper as their classmates. In the case of special arrangements being considered for formal assessments, the class teacher should take advice from the SENCo and consult with the Assessment Manager or the Head teacher, so that alternative arrangements are agreed. Guidance for this is provided with the yearly SATs tests.

Planning for Assessment

We use our school's curriculum plan and policy to guide our teaching. In this we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. The National Curriculum, Target tracker assessments and Chris Quigley milestones are used to support our teaching. We use the assessment guidance in these schemes to help us identify each child's attainment.

We plan our lessons with clear learning objectives. These are based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. Parents are also invited to 'Share and learn' sessions and regular curriculum support sessions take place.

During the Summer Term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We also include a space for parental feedback.

In reports for pupils in Year 2, and Year 6 we also provide details of the standards achieved in the National tests. For pupils in Years 1, 3, 4 and 5 we provide parents with teacher assessment information.

We offer parents of pupils in Reception year the opportunity to discuss the result of the Early Years Foundation Stage profile, with their child's teacher. Target tracker is used to generate reports for the foundation stage.

Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. Parents are also invited into class to learn alongside their children. Through termly Learning Partnership meetings, parents are given ideas about how to support their child with their learning. Share and learn sessions prior to parent consultations give children the opportunity to explain their learning and share their successes with their parents/carers.

Feedback

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. (See marking and feedback policy) We give written comments to children of all ages, although with younger children the majority of feedback will be verbal and through the use of symbols. Some written feedback may be to inform the teacher or parents.

When we give feedback to a child, we relate this to the learning objective for the lesson or to their attitude to learning. (Growth mind-set) By so doing we make clear whether the objective has been met and we discuss evidence to support the judgement. We identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of their peers. We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Self / Peer Assessment

Pupils are involved in the assessment process in order that they have an awareness of how they are progressing, understand what they need to do to improve and how to get there. Teachers aim to develop a learning environment which supports pupils in being motivated and independent learners. In order to achieve this, learning objectives are made explicit and

shared with pupils, success criteria are developed with the pupils to help guide the learning and self-assessment, referring back to the success criteria.

For both self and peer assessment, pupils are encouraged to make use of the same symbols as in the marking policy to indicate how they feel they have achieved in a task. This can be the starting point for feedback from the teacher when responding to a piece of work, considering not only the learning objective and success criteria, but also a pupil's perceptions and confidence in a task.

Immediate feedback is most effective when given during the lesson, where pupils' views can be used to prompt discussions, allowing the teacher to extend thinking and learning or to address misconceptions that may have occurred. Self and Peer assessment are skills that are taught in order that they become a natural part of the learning process.

Roles & Responsibilities

Teachers and Learning Support assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment leader/Headteacher. These outcomes are shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment leader is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set pupil progress targets.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end-of year
- monitoring targets at half- termly pupil progress meetings

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment leader/Headteacher, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

The Headteacher and the Assessment Leader will take overall responsibility for:

- ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.
- Key Stage 1 assessments are moderated every three years by the LA; Writing assessment is moderated in conjunction with our partner Primary schools in the consortium and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Monitoring and Review

Our assessment leader and the Headteacher are responsible for monitoring the implementation of this policy.