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St Clement's CofE Primary School

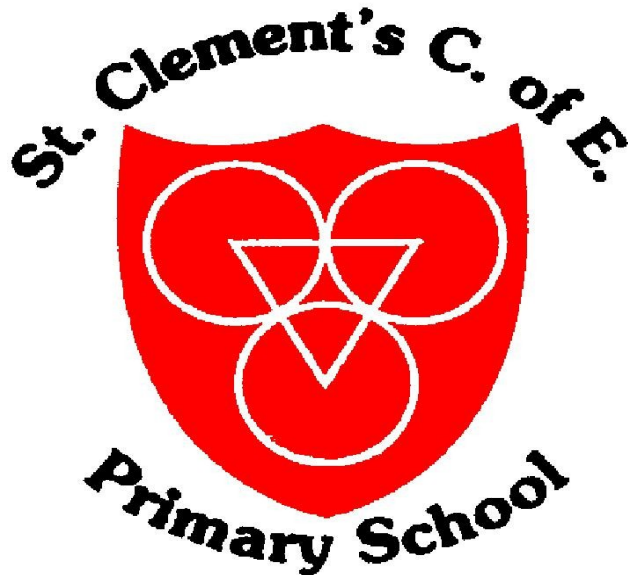# Assessment Policy

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St Clement's C. of E. Primary School

Assessment Policy

Reviewed by CT (AHT / Assessment Lead): May 2021
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Growing Together To Let Our Light Shine

Mission Statement:
We encourage and inspire children to aim high and challenge themselves in everything they do.
As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.
(REVIEWED JULY 2019)

Our Christian Values Reflected In This Policy
Faith
Hope
Love
Respect
Thankfulness
Compassion

(September 2017)

DDA STATEMENT
At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

1 **Rationale**
Assessment lies at the heart of the process of promoting pupil's learning. It provides a framework within which educational objectives may be set and pupil's progress expressed and monitored. This should be done in partnership with the pupils as it enables teachers to gain an accurate picture of a child's progress and attainment and plan accurately for their future development.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any issues, plan for teaching and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

1.1 Principles
Using the principles and processes of assessment, we aim to:
- enable our pupils to demonstrate what they know, understand and can do in their work;
- help our pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
- allow teachers to plan work that accurately reflects the needs of each pupil;
- provide regular information for parents that enables them to support their child's learning;
- provide the head teacher, school leaders, governors, the LA and Ofsted with information that allows them to make judgements about the effectiveness of the school.
- provide information to ensure continuity when the pupil changes school or year group
  comply with statutory requirements

2 **Types of Assessment:**
2.1 Assessment for Learning: Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
As a result we have identified some key strategies that provide both teachers and learners with the framework with which to steer the decisions made about task and techniques. We believe it will secure good learning and will raise attainment:

- Creating a classroom culture in which all involved see ability as progressive rather than fixed, praising effort not ability.
- Involving all pupils in planning both appropriately pitched content and meaningful contexts, relevant to their world and future. However, children of all abilities should be exposed to the curriculum relevant to their age whenever possible.
- Clarifying learning objectives and establishing pupil generated and therefore pupil owned success criteria, with high expectations.
- Enabling and planning effective dialogic talk and worthwhile questioning
- Involving pupils in analysis and discussion about what excellence consists of- not just meeting the criteria, but how best to meet them.
- Enabling pupils to be effective peer and self-evaluators
- Establishing continual opportunities for timely review and feedback from teachers and pupils, focussing on recognition of success and improvement needs, and provision of time to act on that feedback.

2.2 Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's planning and assessment files, or the pupil's own books.
Target Tracker statements are highlighted throughout the year, in all subjects, to help assess children.
This happens in all year groups throughout school.

2.3 Summative: These occur at defined periods of the academic year such as pre-determined End of Key Stage tests or at the end of a unit of work. Summative tests help teachers in making end of year or key stage "best fit" assessments and are also of use in determining the overall attainment for pupils.

2.4 Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Target Tracker Statements, miscue analysis and arithmetic audits, etc.

3 **Planning for Assessment**
3.1   We use our school's curriculum plan to guide our teaching. In this plan, we give details of what is to be taught in each year group.
3.2   To support our teaching, we use the National Curriculum and in the Foundation Stage we use the Early Years Framework.
3.3   We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each pupil's ability. Our lesson plans make clear the expected outcomes for each lesson.
3.4   Teachers always share the lesson's learning objective with the pupils as this gives pupils further information about what they are expected to achieve.
3.5   Teachers ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. They often target questions through the 'no hands up' or random selector approaches as promoted through Assessment for Learning.
3.6   We make a written note on planning of those individual pupils who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4 **Feedback to pupils**
4.1   We believe that feedback to pupils is vital, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking & Feedback policy), as this ensures that we all mark in the same way, and the pupils learn to understand it.
4.2   Feedback should be given to the children at the point of learning where possible. This allows the children to act on the feedback and make instant improvements with their work.

5 **Moderation of standards**
5.1 We have one staff meeting each term which focuses on moderation of pupil's work. All teachers from Nursery-Year 6 bring samples of work from the subject area to be moderated. This allows us to:
   -   look at the totality of a pupil's work
   -   look at the work of a pupil working at age related expectations in each year group
   -   look at the marking and feedback given to check it is following agreed procedures and to see if pupils are involved too.
There are additional moderation exercises in phase meetings, within our local schools cluster and across the LA too.

5.2   When a subject is a priority to be developed in the school improvement plan, certain subject leaders are given directed time to study examples of pupil's work within their subject area. Subject leaders use exemplification materials from various sources to make judgements about the levels of the pupil's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.
5.3   It is each subject leader's responsibility to ensure that the samples that they keep of pupil's work reflect the full range of ability within each subject.

6   **Recording**

6.1   We recognise various methods of assessing a pupil's learning:
- Observation and assessment based on identified, individual 'next steps'
- Daily annotation of planning
- Completion of Steps Assessment and Statements on Target Tracker
- Daily Marking
- 1:1 marking with pupils
- Review of National Curriculum statements at the top of Guided Reading sheets
- Assessing work against success criteria that has been generated by the pupil or teacher
- Weekly Arithmetic and Spelling tests
- Standardised testing: PM Benchmarking, Miscue analysis, Rising Stars Reading, Maths, Grammar and Spelling, Phonics Screening checks and statutory testing in Year 2 and 6.

6.2   On our planning, we record only those pupils who fail to meet the planned learning objective, or who achieve more than was expected, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives. This is monitored through regular senior leadership team scrutiny of work and correlation of pupil levels with the work in books, phase leader monitoring of standards in their phase and half termly staff and phase moderation activities.

6.3   For Science, Computing, History, Geography, Art, Design Technology & MFL (KS2 only) teachers complete National Curriculum Statements on Target Tracker throughout each unit. These assess pupils against the programmes of study and skills from the national curriculum and teachers have to identify if a pupil is working below, expected or exceeding. PE, RE, Music and PSHE all have their own assessment system that accompanies the curriculum. Teacher assessment judgements will be input into Target Tracker alongside all other subjects.

7   **Assessment Data**

7.0   Statutory assessment takes place in the following Year Groups and subjects:
- Year One – Phonics screening (This is repeated in Year Two for children who do not pass during Year One. (June each year)
- Year Two – SATS Tests in Reading, Spelling, Punctuation & Grammar and Maths. Teacher Assessment is also required for Reading, Writing & Maths. (May each year)
- Year Four – Multiplication Table Check. Children cannot 'pass' or 'fail' this check. It is to identify next steps for the children in our school. (June each year)
- Year Six – SATS tests in Reading, Spelling, Punctuation & Grammar and Maths. Teacher assessment is also required for Writing. (May each year)

7.1   All assessment data is inputted into Target Tracker, an assessment program. For core subjects this is half termly, for all foundation subjects this is termly.
This enables the progress of pupils to be clearly measured not only throughout the year, but also from key assessment points in a pupil's primary career eg from Baseline, from end of KS1 etc. Teachers and subject leaders then use the information inputted into Target Tracker to conduct detailed analysis to evaluate their classes' progress as a whole and focus groups: gender, FSM/Non FSM, SEN, EAL etc. This analysis is used during pupil progress meetings to identify focus groups, areas for improvement and any slowing in progress to target resources to accelerate progress and close the gap. The filling in of statements will work alongside this to show gaps in children's knowledge. ALL DATA SHOULD BE INPUTTED AND ANALYSED BY THE CLASS TEACHER.

7.2   We also make full use of data provided by the LA (Integrated Data Set- IDS) and the ASP & IDSR to ensure the school has a clear view of all the pupil's progress and achievements and how our school compares in relation to schools locally and nationally.

8 **Transition**

8.1   Throughout June and July, class teachers will have the opportunity to observe their new class in their current classroom with their current teacher. They will also have the opportunity to teach them in their new classroom.

8.2   Each teacher will have half a day to meet with the receiving teacher to exchange assessment information about each child. This information will include:

- Current levels in Reading, Writing (including Phonics phase) & Maths
- Target Tracker statements and steps
- Reading assessment information from the Summer term including benchmarking information where applicable
- Proposed Reading, Writing and Maths targets for each group
- Assessments for Science, RE, Computing, History, Geography, Art, DT, Music, PSHE & MFL (KS2 only)
- The previous IEP or IEP containing evaluation and annotations
- New IEP or IBP and class provision maps for the Autumn term.

From June 2019, teachers will also have a moderation meeting with their new class's teacher to help aid transition.

8.3   Work from the previous academic year will be sent home with the children DURING THE LAST WEEK OF TERM IN JULY. The class teacher will keep a sample selection of work for Maths and English (1HA, 1MA &1LA). This is so that the school has a sample of work to look back on during the first moderation of the year.

8.4   For pupils who leave mid-year, we will send their most recent workbooks, school reports and any IEP/IBPs, if applicable, to the new school. A common transfer form will also be sent when the child is on roll in the new school and will contain attainment information in reading, writing, speaking and listening maths and science. We will also contact the new class teacher by telephone or have an in-depth conversation about the child's abilities in the other subject areas.

8.5   For pupils joining us mid-year, the head or family support team will try to gain as much information as possible about the child's academic history and current levels at the induction meeting. However, the new teacher will also contact the previous school for information.

9 **Reporting to parents**

9.1   We have a range of strategies that keep parents fully informed of their child's progress in school:
        -newsletters
        -leaflets and booklets
        -website
        -class dojo
        -ongoing dialogue
        -classroom/ school workshops
        -class assemblies
        -Interim Pupil Progress Report
        -End of Year Report

We also encourage parents to contact the school if they have concerns about any aspect of their child's work.

9.2   In half term 1 and 4, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of half term 4), we evaluate their child's progress as measured against the targets.

9.3   At the start of the Spring term, we provide a brief attainment & progress update report.

9.4   During half term 6, we provide all parents with 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 in literacy and numeracy.

In this written report, we reserve a space for pupils to give their own evaluation of their performance during the year. When sending out the report we include a form for parental feedback. We offer parent/carers an opportunity to meet with their child's class teacher to discuss the report in more depth if they wish.

9.5   At the end of Reception and Year 1, we also provide details of attainment in relation to Good Level of Development & the Phonics Screening Check.

9.5a   In reports for pupils in Year 2 and Year 6, we also provide details of attainment from the End of Key Stage tests and the Phonics Screening Re-Checks for relevant Year 2 pupils.

9.5b   For Year One – Year Six, Reading ages will also be reported to parents.

9.6   At the start of each term, teachers give parent/carers a class newsletter that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.

10 Assessment Lead

Ensures that:
- statutory requirements are fully met
- policies are up to date and regularly reviewed and used/compliment other policies
- methods and procedures are clear to all subject leaders and that they are followed and used consistently
- assessments are moderated & systems for recording assessment outcomes are manageable Disseminates information
- Supports and trains colleagues, is a source of guidance and expertise
- Provides staff development opportunities and informs staff of new developments
- Links with other leaders and senior managers to ensure coherence
- Sets a timetable clearly describing range of events and activities associated with assessment cycle
- Determines means of agreeing standards throughout the school (liaising with subject leaders)
- Supports colleagues in identifying assessment opportunities and in using assessment information
- Collates and evaluates assessment- TA, statutory tests, optional tests etc to inform setting of school targets
- Monitors and evaluates assessment procedures
- Reports to governing body
- Contributes to school self evaluation

11 Monitoring and review

11.1   Impact of this policy will be judged by how effectively the practices (AFL observed in lessons, record keeping, marking and feedback, accuracy of assessment judgements, moderation, inputting and use of data, transition arrangements, reporting and the work of the assessment lead) outlined in it are carried out.

11.2   Our assessment lead is responsible for monitoring the implementation of this policy.

11.3   This policy will be reviewed every year.

Approved by:

Date:

Related Policies:
Whole School Marking, Presentation and Feedback Policy
Teaching and Learning Policy
Equal Opportunities Policy
Inclusion/SEND Policy