

Christ Church C of E Primary School
Assessment Policy

RELATIONSHIP TO OTHER POLICIES

The policy should be read in conjunction with the following policies: curriculum policy, English and maths policies, equality policy, performance management policy, SEN policy, marking and feedback policy, teaching and learning policy and the home-school agreement.

INTRODUCTION

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of 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, how they are achieving in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment of learning (summative assessment) involves judging pupils' performance against national standards and, over time, progress from children's relative starting points. Teachers may make these judgements at the end of a unit of work, at the end of each term and at the end of a key stage. Test results support teachers' judgement about the extent to which a pupil is showing a secure grasp of their year group skills and working towards end of key stage expectations.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance

ASSESSMENT IN CONTEXT

From September 2015 all children in Years 1-6 (from September 2014 - years 1,3,4 and 5) have been statutorily working to the new national curriculum, which does not have a system of levels for assessing pupils' attainment and progress.

Children in 2 Year Olds and Nursery will be assessed against age bands for entry to exit using Development Matters. Reception aged children will be assessed against the ELGs and age bands for entry to exit again using Development Matters.

We are using the up to date Interim Teacher Assessment Frameworks to support our end of key stage judgements alongside exemplification materials for writing and other STA support materials.

For our internal data, at the end of reception (passed on internally to year 1) and throughout key stages 1 and 2 we use our own SIMS system supported by Chris Quigley principles of assessment; this tracks the *breadth of learning* (how many examples of learning we can see - some or widespread evidence) and also the *depth of learning* (the fluency of pupils, how well they apply knowledge and skills and their depth of understanding - emerging, expected or exceeding their age appropriate expectations). Criteria has been written against each year group expectations to support teachers judgments about whether a child is emerging, at expected or exceeding national expectations. Criteria is currently being re-written by DHT, maths and English leads to support ease of access for children and give further clarity to teachers (Summer 2017).

Setting termly expectations for the breadth and depth of learning

Points scoring system (within a year) for reading, writing and maths:

Year group.1	Year group.2	Year group.3	Year group.4	Year group.5	Year group.6
Emerging towards expectations, some evidence (working below)	Emerging towards expectations, widespread evidence	At expected level of development, some evidence (working at)	At expected level of development, widespread evidence	Exceeding expectations, some evidence (working above)	Exceeding expectations, widespread evidence (working well above)

	(working towards)		(solidly working at)		
--	-------------------	--	----------------------	--	--

We then use SIMS alongside a Data Sec program to show progress and attainment which is broken down into specific areas including gender, ethnicity, pupil premium and SEN for tracking purposes.

Each teacher, supported by their key stage lead (DHTs), then produces a class trends report which summarises and analyses key trends for each class. Support for children identified as working below the expected level of attainment or making less progress than is expected is put into place at class/year group pupil progress discussions which includes input from teachers, support staff, SENcO, integration manager and SLT. This process is completed termly.

Other subjects are tracked using Chris Quigley milestone criteria across years 1 and 2, 3 and 4, 5 and 6 on SIMs at the end of the year. Annotated planning termly and standards files for foundation subjects (currently being developed) supports this.

AIMS

The main aim of assessment is to help children develop as learners, learn well and make progress. All assessment must aid pupils to become more effective learners and, in so doing, improve levels of attainment, achievement and self-esteem.

We recognise that teachers' assessment of pupils' progress and attainment, and pupils' assessment of their own progress and attainment are central functions in the learning process. The focus of assessment is on teachers gaining a clear understanding of what pupils have learned in terms of knowledge, concepts and skills.

Information gained from assessment can assist the school in setting appropriately challenging targets, in its evaluation of its own effectiveness and informing pupils, parents and outside agencies of individual pupils' attainment and progress. The intention is to improve the provision the school makes for its pupils and the standards they achieve and have a positive impact on pupils' attitudes and motivation.

Assessment and the implementation of this policy is the responsibility of all teachers. Parents, governors, support staff and other agencies will be involved in the outcomes of assessment.

OBJECTIVES

The 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 recognise the standards to aim for, and to 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 and carers that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

PURPOSE OF ASSESSMENT

- To raise standards of attainment and behaviour, and improve pupil attitudes and response
- To guide and support the teacher as planner, provider and evaluator
- To identify the needs of each individual child in order to raise their achievement
- To promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- To enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- To draw upon as wide a range of evidence as possible using a variety of assessment activities
- To track pupil performance and in particular identify those pupils at risk of underachievement
- To provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards
- To plan the future learning for each pupil through review and target setting.
- To provide feedback to the pupil and identify individual achievement through the use of success criteria.

- To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies and to set their own success criteria
- To facilitate continuity and progression between year groups and schools
- To provide information for external agencies and bodies which hold our school to account

TYPES OF ASSESSMENT

Assessment can be carried out in two ways; assessment of learning (summative) and assessment for learning (formative). Assessment of learning is associated with judgements based on scores or attainment towards expected standards for statutory or summative purposes. Assessment of learning describes and labels past learning.

Assessment for learning (AFL) ongoing daily activity and observation helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

These two types of assessment activities are both essential in raising standards and are used in all classes within our school.

FORMAL ASSESSMENT CYCLE

Teachers should conduct assessments and reviews in line with the school Assessment Timetable outlined below.

Assessment Timetable

EYFS

EY Baseline - using own maths test, phonics test and baseline observation of every child

Termly attainment against EY Development Matters

End of EY - Early Learning Goals and good level of development

Book banding

Year 1 - 6

Termly attainment against internally set benchmarks for years 1,3,4 and 5

Termly Rising Stars (English) /White rose (Maths) practice papers for years 1,3,4 and 5

Optional STA end of year SAT tests 1,3,4,5

Intervention testing - for intervention groups - entry and exit

Book banding

Year 1

Phonics screening test

Year 2

Phonics screening re-test for pupils who didn't meet y1 threshold

Year 2 and Year 6

Old SAT papers and testbase/CGP for years 2 and 6

End of KS national curriculum age related tests (May)

Termly attainment against ITAF (currently being updated)

Other formal tests including spelling, grammar/punctuation will be used by the school to support termly judgements.

Termly data analysis and pupil progress meetings with teachers, as outlined above, will support ongoing targeting, planning and interventions to ensure the progress of all pupils.

TARGET SETTING

The school will set targets for attainment in the Autumn term on an annual basis based on the percentage of children who will attain expected levels at the end of KS. And based on children's prior attainment at the end of the previous academic year Targets are tied to teachers' performance management and reviewed termly to ensure challenge and progress.

The children are then regularly set individual targets. All year groups expect 2 and 6 currently have a ladder in the front of their books which outlines all of the objectives they need to meet in the appropriate year group. Years 2 and 6 currently have the ITAF statements in the front of their books. We are currently working on this format for the remaining year groups to ensure continuity and reduce the number of possible objectives down to key indicators. The children's ladders are highlighted and reviewed with children (T - next to statement and ticked when achieved).

As part of the teaching process teachers, LSPs and children will work with each other, assess and evaluate their work over time and look at where they think they are meeting objectives, find evidence for this and share and explain their evidence and discuss the quality of their evidence with them. This will be a familiar process to children as they will be used to assessing and evaluating their work as part of their everyday lessons, this will just be a regular summative judgement of a range of evidence rather than evidence from just that day. The children can see where there are gaps/areas for development in their learning which will form their next target. Teachers talk to them about what this means, the sort of evidence they can provide to show that they can do this and how this might look in a range of work.

THE USE OF RECORD KEEPING TO SUPPORT EFFECTIVE USE OF ASSESSMENT

Record keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teaching staff to identify learning needs and support summative judgements.

We use the following methods of record keeping supporting assessment for learning and assessment of learning. These set a minimum level of records to be kept.

REPORTING

Parents are given a broad plan of the curriculum being taught at the beginning of each term in the form of a newsletter. The plan also appears on the school website. Parents and carers are encouraged to contribute to learning journeys through the home learning logs.

Parents are informed of their child's progress three times a year through a Pupil Led Conference system this is instead of a traditional Parents' Evening system. Each term a 30 minute appointment is allocated to parents during which time they will have a 10 minute meaningful discussion with the teacher and a 20 minute conversation with their child about their progress and learning.

Any parent may request to see the class teacher, Deputy Head Teachers or the Head Teacher at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

REPORTING ON PUPIL PROGRESS

Reports are distributed to parents each year. Parents are given the opportunity to discuss the contents of the report. The teacher identifies areas of progress and next steps. Also, Year 2 and Year 6 parents are informed of their child's Standardised Tests and formal teacher assessment in the Summer Term.

Governors are informed of the standards achieved at the end of Foundation Stage and the end of Key Stage tests as well as teacher assessments and value added progress measures for each cohort of children. The Governors are able to hold school account using information from the Standards and Performance site and using RAISE online. Governors are part of the target setting process in the Autumn Term and receive RAISE online training annually by the head teacher.

FEEDBACK (for more detail see marking and feedback guidance with examples)

We believe that feedback to pupils is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read and respond to the marking as soon as possible
- it is informing the teacher of future learning needs which can be incorporated into future planning

We have an agreed code for marking. We give children verbal feedback on their work whenever possible. There are regular stops during the lesson where there is feedback on progress made so far.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions and guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work is highly effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always check and mark the work themselves afterwards.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements that they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

MODERATION

Reading, writing, maths and most recently science subject leaders study examples of children's work within their subject area. Subject leaders use exemplification materials alongside criteria to make judgements about the extent to which children are making progress towards end of key stage expectations.

Reading, writing, maths and science standardisation and moderation takes place termly to ensure a common understanding about standards, accuracy of judgements and to discuss a way to move teaching and learning forward.

Every term some judgements are checked through discussion about a child's work using the shared criteria and exemplification materials and looking at a range of evidence for a child which have informed an overall teacher judgement for a child. The discussion takes place between class teachers, subject leaders and SLT. External moderations also take place at least once a year.

TRANSFER/TRANSITION

Children moving to other schools will have their Unique Pupil Number (UPN) form, reports and assessments forwarded upon request. In Year 6 transition meetings are held and the receiving schools are invited to come and meet the children and talk to the class teacher. An individual piece of writing from every child will be sent to all receiving secondary schools.

RESPONSIBILITIES

The Head teacher is responsible for ensuring that the relevant children are tested at the end of each key stage, that the teacher judgements are made and that the LA are informed of judgements by the deadlines stated. The Head teacher must also ensure that Governors are informed of the results of the SATs and that the results are compared with national results. The school's performance in each core subject is shared with governors and parents.

The Head teacher is responsible for monitoring the quality of the education in the school. Termly assessment and analysis of progress is discussed with all teachers at pupil progress meetings. Records are looked at regularly. As part of the monitoring programme, the senior management team will also monitor the quality of teaching, learning and assessment through class focus and pop in weeks termly monitoring feedback reports. The monitoring will also be used as part of the performance management programme.

Subject Co-ordinators will be supported by SLT and be given non-contact time to carry out the monitoring of assessment in their key areas of responsibility.

SPECIAL NEEDS

Children with Special Educational Needs are identified through assessment and everyone responsible for that child will adhere to the requirements of 'The Code of Practice' to ensure the child receives his/her entitlement. Identified able children will have their strengths challenged. Pupils with EHCPs may be exempt from the end of Key Stage 1 and 2

assessments. SEND children will be assessed using P levels or, where children are beyond this stage of development (in years 2 and 6) interim teacher assessment guidance for pre Key Stage using given coding.

EQUAL OPPORTUNITIES

All children should have equal access to both formative and summative assessment in line with the School's overarching Equal Opportunities Policy.

MONITOR AND REVIEW

The Assessment Policy will be monitored and evaluated in light of government and statutory guidance and frameworks pointing out the appropriate procedures to be followed for that particular year. Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

Written by: Kay Taylor - Deputy Head Teacher

Ash Barr - Maths Lead

Ruth Duckworth - English Lead

May 2017

To be reviewed May 2019