



## Caring, Learning and Achieving together as part of God's Family

### Assessment Policy

Effective assessment is an essential element of good teaching and learning. It is utilised as a tool for raising attainment and securing good progress for all pupils.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

### Aims and Principles of Assessment

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- Assessment is used to inform planning and evaluate the curriculum.
- High quality, in depth teaching, is supported and informed by high quality formative assessment.
- The school ethos promotes and emphasises the opportunity for all pupils to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload
- Assessment is inclusive of all abilities.
- A range of assessments are used including formative assessment and summative assessment.
- The school will have clear intentions and expectations of learning, including the Nation Curriculum and the EYFS framework.
- There will be a common understanding of standards through the school.

### Types of Assessment

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. There are two broad overarching forms of assessment, each with its own purposes:

#### **Formative:**

Formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development and allows teachers to understand pupil performance on a continuing basis, enabling them to

identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It enables teachers to evaluate their own teaching of particular topics or topics or concepts and to plan future lessons accordingly.

### **Summative:**

Summative assessment will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or unit of work taught over a period of time, providing feedback on how they can continue to improve. Teachers will make use of summative assessment to evaluate both pupil learning at the end of a teaching unit or period and the impact of their own teaching. Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In KS1 and KS2 summative teacher assessment for Reading and Maths is carried out at the end of each term and progress and attainment data recorded. A variety of summative assessment materials/tests are used to support teacher to make accurate teacher assessment judgements.

Summative assessments have greater impact when used formatively i.e. results of summative assessments should be used to inform planning for next steps in learning.

### **National/Transitional Summative Assessment:**

At key points through primary school, children are assessed against national expectations. These are:

- From Autumn 2021 schools must complete the reception baseline assessment for each child in the first six weeks after they enter reception class.
- End of EYFS (Early Years Profile)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)
- End of Year 4 Multiplication Tables Check

Year two phonics screening check – those children who did not achieve the Phonic Screening check at the end of Year 1 will retake the check in Year 2 at the same time as the Year Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.

### **Assessment in EYFS**

Observations, assessment and planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of EYFS are put in to practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in EYFS are involved in making observations of the children's new learning.

The planning within the EYFS is based around the children's developmental needs. These plans are used by the EYFS team as a guide for weekly planning, however they may alter these in response to the needs of the children/ we make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs.

The children are assessed in all areas of the curriculum on starting school. During the first half term. Ongoing assessment in the EYFS takes the form of recorded observations (written or photographed) as well as teacher's professional judgement.

These observations are used to inform the end of Foundation Stage assessment against the Early Learning Goals and the Characteristics of Effective Learning. (DfE 2014).

### **Moderation:**

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and Numeracy in the following ways:

- With colleagues in school during staff meetings, key stage meetings
- With colleagues from the Umbrella Trust
- By attending optional LA sessions with other schools
- By attending statutory LA sessions
- LA moderation in school

### **Assessment and Monitoring of RE:**

RE is assessed termly (at the end of each full term) against the Diocesan End of Year Progress descriptors. Children are assessed using the terms: working towards, expected or greater depth. Children's attainment is recorded on class tracker sheets. RE subject leads meet with class teachers on a termly basis to discuss Children's attainment and progress as well as next steps. Teachers bring children's books to these meeting to moderate with the subject leaders. All staff are given CPD in order to help them assess confidently.

### **Reporting to parents:**

Teachers will discuss children's attainment and progress towards year group expectations at parent's evenings. A written report for each child in Reception up to Year 6 is given to parents at the end of the academic year. The report outlines the child's learning in both core subjects and foundation subjects of the National Curriculum, the teacher will also make a comment on the wellbeing of the child and identify next steps

Teachers will report to parents in end of year written reports using the following language:

Progress:

Greater depth, expected and working towards

### **Attainment:**

**Greater depth** – pupils working beyond the standard expected for their year group, showing greater depth of understanding.

**Expected** – Pupils who are working at the expected standard for their group.

**Working towards** – Pupils who are working below the standard expected for their age group.

### **Role and Responsibilities**

The Governing Body monitors whole school attainment and progress data.

The Headteacher and Senior leaders are responsible for ensuring that staff are sufficiently trained, subject leaders are monitoring quality and accuracy and teaching staff are held to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.

The assessment leader is responsible for ensuring that staff receive up to date information/development and support relating to assessment and that assessments are carried out accurately and to deadlines and that the whole school tracking system is up to date. The assessment leader will review the assessment policy annually and make any changes/amendments necessary.

Subject leaders are responsible for using pupil progress data analysis effectively to monitor the performance individuals, groups and cohorts and for ensuring that teachers are given appropriate subject specific assessment support and for organising assessment/moderation events relating to their subject.

Teachers are responsible for ensuring that they are familiar with standards for their subjects and carrying out regular, accurate assessment of pupils, providing high-quality feedback and using assessment information to inform planning.

Support staff support children with their learning as directed by class teachers and provide feedback on children's learning.

Parents/Carers support children with home learning.

### **Pupil Progress Meetings**

Three times a year, teachers meet with the Assistant Headteachers/Assessment lead to consider each child's individual progress. Children's emotional, social and educational progress is discussed; however, the pupil progress meeting concentrates on progress in reading, writing and maths. If a child becomes a concern or is making slow progress they are carefully monitored over a term and if necessary the SENCo is asked to come and observe the child during class learning. This is completed to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress. The final pupil progress meeting also known as a transition meeting is between the current teacher and the new class teacher. This ensures all records are handed over and that the children are discussed thoroughly before the new academic year.

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