



St Paul's CE Primary School

Assessment Policy

Adopted by: Curriculum Committee

On: 27th February 2019

Review: Spring 2022

1. Introduction:

Since the introduction of the New National Curriculum in 2014 and the withdrawal of levels, schools now have the freedom to construct their own bespoke internal assessment procedures. We are therefore in a transition period, trialing and refining methods and ideas. We have constructed this policy well aware that alterations and updates might be necessary at a later date.

2. Aims:

- i. Provide clear guidelines on our approach to formative and summative assessment
- ii. To achieve consistent and reliable assessment results across all year groups – in a language that is comparative and explainable
- iii. To identify what age-appropriate achievement should 'look' like
- iv. To establish an environment where stakeholders embrace the entitlement for **all** pupils to achieve the core curriculum elements for their year group.
- v. To identify ways of measuring progress for all levels of ability.
- vi. To develop systems which demonstrate progress.
- vii. To use a system to 'benchmark' ourselves against others.
- viii. For pupils to have an active role in identifying their own learning needs and how to improve their work.
- ix. To enable parents to support their child's learning

3. Defining assessment:

The key functions of assessment are really quite simple: to determine what pupils know, can do and understand in order to be able to identify the next steps for them in learning and to move their learning to the next stage.

Two key aspects of assessment include:

Formative assessment	On-going assessment, often at a very fine level, of individuals' work and responses. This informs the structure of future learning. The teacher uses the information from formative assessment to design and re-design the learning. Formative assessment involves dialogue between the learner and the teacher.
Summative assessment	Assessment usually completed at the end of a unit of work or at a particular point in an academic year. It is usually a snapshot of what is known, understood or can be done at that point. This is often done through some form of test or assessment. The outcomes of these assessments are often used to draw comparison between pupil's performance and to benchmark against local, national or international standards. Formal summative

assessments often have significant 'currency' and can determine future opportunities.

4. Types of assessment

Formative assessments are judgments which help teachers identify the next steps in the child's learning.

Summative assessments provide information to pupils and others about their current skills, abilities and aptitudes.

Informative assessment provide information to parents and others.

Diagnostic assessments can point out the specific problems and weaknesses which are holding pupils back.

Evaluative assessment helps teachers review how effective their teaching is.

5. Techniques for assessment

These may be :-

- occasional carefully planned and casual observations
- individual questioning and group discussion
- pupil's self assessment
- formative marking as outlined in school marking policy
- termly summative assessment tasks

6. Assessment Cycle

The school has developed a formal assessment cycle for pupils across all year groups (See Appendix A)

Baseline assessment

This is essentially a summative assessment of each pupil at the start of a year group. Teachers have always made baseline assessments in a range of ways, but it is essential under the new curriculum/assessment model in order to demonstrate progress within each year and within each cohort that are in the school at the time.

7. Systems and structures:

Early years

Pupils are assessed against age related statements in 'Development Matters'. This document has 17 strands which are grouped into 7 areas;(Prime) Communication and Language, Physical Development, Personal, Social and Emotional Development and (Specific) Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Pupils are assessed at the end of the Autumn term, Spring half-term and end of term and the Summer half term and results are used to form a benchmarking document. In Reception, this leads to the completion of 'The Foundation Stage Profile' during June which forms the final judgment. The National Expectation at the end of Foundation Stage is that pupils secure GLD (Good Level of Development) The GLD is achieved when pupils meet the Early Learning Goals in 12 Key Strands as described in the Development Matters document.

NAHT KPI's (Key Performance indicators) -Year 1 to Year 6

We use the National Association of Headteachers' (NAHT) KPI's from years 1 -6 in reading, writing and mathematics to set out attainment expectations at the end of each year group. These KPI's have been developed out of the 2014 National Curriculum. These have been mapped into the school's units of work in English and Mathematics.

The KPI's and performance standards provide a manageable assessment framework which staff can use to track and assess pupil performance. The KPI's are shared with parents and posted on the school website in order to share age appropriate expectation.

8. Tracking attainment, progress and target setting:

Early Years

Staff frequently and regularly assess pupils achievement through a combination of carefully planned activities, and observations of pupils independent learning, where they demonstrate their embedded learning and skills. Staff record these significant achievements to form pupil learning journals.

Once baseline assessments have taken place, staff set individual pupil targets for all 17 areas for end of year achievement. These then form cohort targets as well as setting GLD targets for end of reception.

The Early Years lead identifies which areas of learning are a risk for attaining GLD targets, and these are more closely tracked with regular consultation with SLT. There is also tracking of significant groups and pupils who are at risk.

Years 1-6

We have established assessment matrices based on those developed by the LDBS for reading, writing and mathematics in Year 1-6.

Teachers use these matrices to:

- Benchmark pupils on entry to their year group (providing a summative judgment for their attainment at the start of the new year as well as mapping their prior attainment.)
- To set individual and class end of year targets for these subjects in the Autumn term.
- To track progress across the school year.
- To identify groups of pupils within the cohort who may need intervention or support in order to meet their targets.

Pupils' targets on these matrices form part of teachers' performance management objectives.

Using the assessment matrices, pupils' attainment will now be categorised as:

- working well below
- emerging
- expected
- exceeding –in some Dfe documents this category is referred to as working at greater depth
- mastery

The expected progress for each school year is 3 leaps.

- The outcome of matrices will be reported on pupils' end of year reports. Pupils are also graded against KPI's for their year.

Nationally standardised summative assessment

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
 - second opportunity in Year 2 for any pupils who didn't attain in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

9. **Marking**

Whilst marking work, teachers are assessing pupils' achievements and noting areas of difficulty in order to inform planning of future lessons. Our marking policy ensures a consistent approach to marking throughout the school, including opportunities to self assess and peer mark their learning. Pupils are also set group and individual learning targets as part of a four week cycle.

10. **Monitoring of standards**

We recognise the need for consistency in assessment which builds upon what has gone before and what is to come in the future. With this in mind the school has a Whole School Plan, (long term grid-stored on school's intranet) through which topics are taught, assessed and progression noted. Curriculum plans for the half term are shared with parents through class newsletters and uploaded onto the school's website.

Evidence of progression can be found in the pupil's workbooks and folders. These are kept throughout the current year. Selected pupil books from literacy, maths and R.E., covering 3 ability groups are kept in a central store for the following year to be used in moderation exercises.

Agreement trial sessions and book scrutiny activities take place on a regular basis. The school takes advantage of opportunities to moderate standards of pupils work with local schools through the diocese and LA. End of Key Stage assessment material is now available from the Standards and Testing Agency and is used in Years 6 and 2 to support accurate assessment.

A full review of the previous years pupil performance throughout the school is completed by Headteacher and Deputy Headteacher during the Autumn term and results and implications shared with stakeholders to support the school's development priorities.

The SLT review pupil targets in the Autumn Term and hold termly benchmarking meetings with all teachers to review current standards and progress. This also ensures that teaching is being optimised to meet the needs of all pupils and address any areas of underachievement.

In preparation for benchmarking meetings teachers upload pupil's assessment outcomes to an assessment spreadsheet. This provides demographic data which teachers use to evaluate attainment and progress across significant groups within the class. This is used as the basis of discussion at benchmarking meetings.

11. Special needs

In each year group we teach the national curriculum for that year and assess according to the KPI's for that year (or in the EYFS, against the statements in Development Matters) For SEND pupils it may be appropriate for learning objectives to be taken from an earlier year group's curriculum and for pupils to be assessed according to these objectives.

When assessing pupils with SEND there is a need for flexibility of tasks and test. Teachers should use their own professional judgements when making adaptations to procedures, materials and presentation *but* care must be taken not to reduce the rigour of the assessment or the result, so that any report gives a truthful assessment of attainment.

SEND pupils should be given the opportunity to demonstrate what they know, understand and can do through a variety of strategies i.e. oral, practical, dictation etc. When appropriate, assessment activities can be carried out by the Inclusion Co-ordinator or Headteacher.

In National Standardised assessments access arrangements are available for pupils with SEND. These should reflect the everyday adaptations made for SEND pupils. Some arrangements need permission and the Inclusion Co-ordinator will advise. Occasionally pupils with profound SEND may not be entered for assessments but still count in overall cohort outcomes. The decision for individual pupils is made by the Headteacher. The Headteacher will inform parents of this decision where applicable.

Pupils who join the school directly from a non-English speaking country during years 5 & 6 may be eligible for disapplication from the Year 6 assessments. Details of disapplication criteria are published annually by the Standards and Testing Agency. Where this is applied, pupils are given a teacher assessment at the end of Year 6.

12. Reporting

The Headteacher is responsible for ensuring that parents receive at least one written report during the school year. This is distributed at the end of the academic year.

The annual report will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- General progress socially and academically
- The pupil's attendance record

- The outcomes of any Statutory Assessments

The school organises termly parents' evenings for parents to discuss their child's attainment and progress. The final parents evening of the school year provides parents with the opportunity to celebrate their child's achievements and to discuss their annual report should they wish.