

Assessment Policy

St John's and St Clement's Cof E Primary School



Approved by:

A&C

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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches.....	3
5. Collecting and using data.....	4
6. Reporting to parents	5
7. Inclusion.....	5
8. Training.....	5
9. Roles and responsibilities	5
10. Monitoring	6
11. Links with other policies	6

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment at St John's and St Clement's CE Primary School will be:

- Positive
- Manageable
- Useful and used
- Consistent

Assessment will be used to:

- ensure that children achieve their full potential
- gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting at a range of levels.
- gather information to inform teachers what will be taught next.
- provide information to inform the school's strategic planning.

- track individual/group/class/cohort progress.

4. Assessment approaches

At St John's and St Clement's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment techniques used in our school include marking and feedback, questioning, self and peer-assessment, observations of learning. These techniques assess knowledge, skills and understanding by identifying what children can do well and what they need to do to move their learning on. Teachers will use formative assessment to identify gaps and misconceptions. Children will self and peer assess to ensure that they play a role in their assessment and learning.

4.2 In-school summative assessment

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment involves –

Reading

- reading journals and reading records to assess reading.
- diagnostic reading assessments to assess comprehension skills.

Writing

- assessing independent pieces of children's writing using Southwark STAR criteria.

Maths

- Assertive maths tests to inform teacher assessment
- assessments made against Southwark STAR criteria

Science

- Assessed against Southwark STAR criteria.

RE

- Assessments made against the learning objectives in the SDBE RE Scheme of Work.

Teacher assessments are moderated across the year group and across the phase. Teachers also moderate with teachers from other schools.

4.3 Nationally standardised summative assessment

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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

EYFS

EYFS data is collected as a baseline at the academic year and at the end of every term.

Year 1 - Year 6

In school summative data will be collected four times a year - September, December, March and June. Data for Reading, Writing, Maths, RE and Science will be collected for every child.

The majority of children in each year group will be awarded Emerging (E), Developing (D) and Secure (S). The age related expectation for December would be E, for April it would be D and for June it would be S.

Children who are working above the age related expectation could achieve a standard one term ahead of ARE eg 4D in December. By the summer these children would reach *Secure with Greater Depth* or Emerging of the following year. Children working well below the ARE may be awarded a summative assessment from a prior chronological year group but these will likely be those with SEND.

From the summer term in Year 2, children with SEND who are working significantly below will be assessed against P Scales.

RE and Science data will be collected in the form of Emerging (E), Developing (D) and Secure (S) within the Year group eg for a child in Year 4, they will report 4E or 4D or 4S. Children who have achieved the age related expectation for the unit of work covered will be awarded 4S.

Teachers will analyse class data to identify attainment and progress for individuals and groups and to plan for interventions arising from provision mapping meetings.

SLT will analyse data at whole school level. They will identify trends in data, compare data for significant groups in the school (notably disadvantaged children, SEND, ethnicity, gender, year groups, classes). This will inform whole school priorities in the school development plan.

The achievement and curriculum committee will scrutinise in school and nationally standardised data.

6. Reporting to parents

Assessment data will be reported to parents at parents evenings in October and February and in annual reports in July.

Annual reports will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record which will include:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any nationally standardised assessments

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Foundation Stage, Y1 Phonics Screening, Year 2 and Year 6

- Statutory assessment training
- LA Moderation training

All year groups

- In school assessment training
- In school inter-phase moderation
- External moderation with other Southwark Schools
- Regular in-house training

Assessment Coordinator

- LA Assessment briefings
- Networking with other Assessment Coordinators

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every three years by the Achievement and Curriculum Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

Anna Harding, Deputy Headteacher will monitor the effectiveness of assessment practices across the school, through:

Moderation (in school and external)

Book scrutinies

Provision mapping meetings

Lesson observations

Data Analysis

11. Links with other policies

This assessment policy is linked to:

- *Curriculum policy*
- *Early Years Foundation Stage policy and procedures*
- *Marking Policy*