

Assessment Policy



Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

We believe

1. Assessment is at the heart of teaching and learning. It provides

- knowledge and understanding to guide teaching and learning (AFL).
- evidence to guide teaching and learning.
- the opportunity for children to demonstrate and review their progress.

2. Assessment is fair. It is

- inclusive of all abilities and is accessible for all.
- free from bias towards factors that are not relevant to the context that the assessment intends to address.

3. Assessment is honest. Assessment outcomes are

- used in ways that minimise undesirable effects.
- conveyed in an open, honest, transparent way to assist children with their learning.
- are moderated by experienced professionals to ensure their accuracy.

4. Assessment is aspirational and achievable. It

- places achievement in the context against nationally standardised criteria and expected standards.
- embodies, through objective criteria, tracking a pathway of progress and development for every child.
- sets high expectations for learners.

5. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding children's achievement are valid when the assessment method is appropriate.
- It should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- It should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

6. Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- Children in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.

8. Assessment feedback should inspire greater effort and a belief that, though hard work and practice, more can be achieved.

Key characteristics of assessment for learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal
3. Using consistent feedback and marking strategies - (see Marking Policy)
4. Pupil self-assessment and peer self-assessment - (see Marking Policy)
5. Using effective questioning
6. Target setting
7. Identifying gaps in learning

Assessment at St John's and St Clement's CE Primary School involves

- Target setting – sharing achievable but challenging targets, objectives and success criteria with children, and allowing children to set their own targets with guidance.
- Tracking – teacher and children evaluating progress in relation to these targets over the course of a lesson, unit of work, term, year or key stage.
- Interventions – teacher (with involvement of the senior team, Assistant Headteacher for Inclusion, TAs and parents where relevant) planning appropriate learning to support children in meeting these targets based on information gained from tracking.
- Checking – teacher, child and other adults reviewing whether targets have been met and progress has been made.
- Teacher assessment which may include the use of: children's work done in class, homework and information from parents, observations of play/learning (including photographs), questioning and discussions, written feedback in marking, specific assessment tasks

Formal summative assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment and progress will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

Special Educational Needs

The Assistant Headteacher for Inclusion will liaise with all concerned to ensure information on individual children with educational needs supports their teaching and learning. The Assistant Headteacher will liaise with schools when pupils transfer.

Equal Opportunities

The assessment policy guidelines encourage the practice of inclusion for all. Pupils with particular needs, educational or otherwise, will be assessed in the most appropriate way and using the most appropriate levelling descriptors. Class teachers will use their professional discretion, in discussion with the Assistant Headteacher for Inclusion, in these matters.

Reporting

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and future targets. Reports for all pupils are written using the agreed school format and are personal to each pupil. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. However honesty and integrity will also be maintained.

At St John's and St Clement's School we will

- provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process
- provide a yearly written report
- ensure results of statutory tests and assessments are reported to parents
- discuss pupil progress at the request of parent by appointment

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made. The staff at St John's and St Clement's will

- meet regularly in phase meetings to moderate writing assessments
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- participate in moderation schemes in the local authority
- collate evidence to back up teacher assessments

The senior team will ensure the policy is implemented consistently throughout the school through:

- Discussion with teachers, children and parents/carers
- Sampling teachers' planning
- Lesson observations
- Work scrutiny
- Tracking children's progress
- Sampling children's records and reports

2015-16

External Assessments

- **End of Early Years Foundation Stage** – Pupils will be assessed against the seven areas of learning in the Foundation Stage using the Foundation Stage Profile.
- **Year 1 Phonics check** – All Year 1 pupils will participate in the phonics check. Those children who do not reach the expected level will be re-tested in the summer of Year 2.
- **Year 2 Phonics re-take** – All Year 2 pupils who did not reach the expected standard in Year 1 or missed the assessment at a previous school, will re-take the phonics check.
- **End of Key Stage 1** – Pupils will be assessed by their class teachers in reading, writing, speaking & listening, maths and science during the summer term. Pupils' work during the year and performance in Year 2 SATs will inform teacher judgement.
- **End of Key Stage 2** – Pupils will sit external SATs in reading, grammar punctuation & spelling (SPAG) and maths during the summer term. In addition, class teachers will assess them in reading, writing, speaking & listening, maths and science.

Termly Summative Assessments

These assessments will take place three times per year for pupils in Years 1 to 6. Teachers will use the Southwark STAR criteria.

- **Reading** - teachers will use teacher assessment from 1:1 and guided reading sessions. In addition, teachers will use a range of evidence from class activities such as reading journals.
- **Writing** – all pupils have an **English & Topic Book** which provides evidence for writing assessment. Pupils' work from other subjects will also be used to inform teacher assessment.
- **Maths** - teachers will use on-going assessment from class work and assessment tasks to inform their judgements.

We also complete Reception baseline assessments during the first half of the autumn term.

Assessment of Other Curriculum Subjects

- **Science** - each half term, teachers will complete informal assessments noting the children who are working at above and below the age related expectations for the area of science taught during the topic. This will be reviewed in the light of the creative curriculum changes.
- **RE** - three times during the year, teachers will complete RE assessments, using national curriculum levels, for both attainment targets. An overall summary level for each attainment target will be awarded for each child in the summer term.

TRACKING AND ANALYSIS CYCLE AT ST JOHN'S AND ST CLEMENT'S

INDIVIDUAL / CLASS / YEAR GROUP LEVEL ON TERMLY BASIS



1	Assess pupils in line with Southwark Star framework
2	Provide continuous on-going updates to data via Classroom Monitor
3	Analyse data at the end of each term to track progress made, e.g. <ul style="list-style-type: none"> • Individual pupil STEP / progress • STEP Progress in R, W & M in each year group and class for current year / since KS1 • % of pupils emerging / developing / secure compared to end of year ARE (year groups) • Behaviour • Attendance
4	Meet teachers for termly pupil progress meeting. Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
5	Implement intervention groups / targeted strategies as agreed

WHOLE SCHOOL / KEY STAGE / YEAR GROUP LEVEL ON ANNUAL BASIS



1	JULY <ul style="list-style-type: none"> • Assess pupils in line with Southwark Star Framework • Report end of key stage assessments to parents and governors as appropriate • Pass cohort data and analysis to next teacher
2	SEPT <ul style="list-style-type: none"> • Begin continuous on-going assessment • Set cohort targets for reading, writing and maths and share information with all stakeholders • Analyse data from previous academic year as listed below <ul style="list-style-type: none"> – Set end of year targets for pupils in R, W & M. – Set end of year % targets for year groups. – Progress in R, W & M in each year group and class – Break down progress annually into groups (ethnic, gender, SEN, FSM) – Intervention tracking/impact throughout the year
3	OCT / NOV <ul style="list-style-type: none"> • Raise online analysis – link to SIP foci as appropriate • End of key stage results analysis (against targets/LA/national) as available from LA. • Query any discrepancies with Raise
4	MAR <ul style="list-style-type: none"> • Set % targets for current Y1 and Y5 cohorts for following summer end of key stage assessments
5	MAY / JUN <ul style="list-style-type: none"> • Carry out statutory assessments in applicable year groups