

All Saints' CE Primary School



Assessment Policy

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Author: M Robinson, K Balmer



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Policy For Assessment, Recording and Reporting

Rationale

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's learning. It is the means by which each child's progress is monitored and measured. Assessment informs teachers of achievements, abilities, skills and knowledge that children have acquired. It pinpoints children's needs and informs teachers of specific next steps in a child's learning in order to ensure a quality education is provided for all pupils.

We believe that effective practice in assessment, target setting and pupil tracking are fundamental to good teaching and learning for children from the Foundation Stage through to Year 6. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning (AfL) and assessment of learning (summative assessment).

Assessment is most effective when children are fully involved. High quality marking and feedback ensures that children continually receive systematic next steps for improvement, meaning that progress is maximized because of the impact that this has upon learning.

"Assessment for learning is the single most powerful tool we have for both raising standards and empowering lifelong learning." Assessment Reform Group.

Aims

Using the principles and procedures of effective assessment, at All Saints' CE Primary School we aim to:

- recognise achievements of all children;
- set achievable yet aspirational targets for individuals, groups and cohorts;
- identify intervention groups and target resources effectively;
- provide information to ensure continuity and progress when pupils change year groups;
- ensure the school's curriculum responds to pupils' needs and is stimulating and challenging;
- allow subject leaders to monitor achievements and progress across the whole school;
- share learning targets with children;
- support children in taking ownership of and assessing their learning and progress;
- regularly inform parents of their child's achievements and targets;
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school;
- ensure quality first teaching is delivered;
- ensure outstanding pupil progress.



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The nature of assessment

Types of Assessment:

- Day-to-day assessment (evidence of learning which shapes immediate next steps) formative assessment/AfL.
- Periodic assessment (evidence of pupils' achievement across a whole subject which informs and shapes future planning for progression) summative assessment.

Formative Assessment/AfL

Formative assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout a unit of work. Evidence may include: marking of children's work done independently or as part of a guided/shared group, the observation of and discussions with children through learning conversations at work (and play), the results of the teacher's own tests/ tasks. At All Saints' CE Primary School, formative assessment is used as a systematic part of school's process to regularly gather information to assess learning for all subjects. Judgements are made using National Curriculum end of year expectations to describe a child's attainment. Teachers use Classroom Monitor marksheets to record in detail children's progress towards meeting key performance indicators in reading, writing and mathematics in order to make an overall judgement and provide next steps for future learning.

Formative assessment/AfL Involves:

- discussions and questioning;
- listening and observing;
- analysis, marking and feedback of work
- sharing and collaboratively developing success criteria;
- critically reviewing work against success criteria;
- setting, sharing and reviewing targets with children;
- believing that every pupil can improve in comparison with previous achievements;
- reflecting on learning skills and styles.

Summative Assessment

Summative assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know. Judgements are made using National Curriculum end of year expectations to describe a child's attainment. Children are recorded as advancing, met or exceeding within a year group banding system. Judgements for core subjects (maths, reading and writing) are made at the end of each term and then a final summative judgment in July for their end of year progress and attainment. Children's depth of learning is also



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assessed and recorded using the greater depth statements. The majority of children will be working within the met or exceeding strands demonstrating depth of learning and wider application of core skills. A small percentage of children will be working below the expected level and will be assessed using the age related strands for the previous year.

Summative assessment also includes assessing children formally at the end of Key Stages to make judgements about children's attainment against a National expected standard. See below for further clarification about these arrangements.

In addition to the main types of assessment, when a teacher feels that a child requires further support, diagnostic assessments may be carried out to provide information about what a child can or cannot do or understand. This is usually facilitated by the SENDCO and external agencies may be involved.

Statutory assessment arrangements

Reception

For children in Reception, our baseline assessment is completed at the start of the reception year to give an indication of individual children's starting points and cohort on entry data. The Early Years Foundation Stage Profile (EYFSP) will be completed for each child in the Summer term to make judgments on attainment at the end of the reception year against the 17 early Learning Goals.

Year 1

As of 2012, children in Y1 are subject to the Phonics Screening Check. This assessment, which takes place in June, assesses children's ability to identify sounds associated with different letters and letter combinations, as well as their ability to blend these sounds together to correctly read words.

Year 2 and 6

Children in Years 2 and 6 will take part in statutory Key Stage 1 and 2 test respectively. In Y2, tasks and tests are designed to be administered informally as part of normal classroom activity. The results inform teachers' overall assessments in English and Mathematics. Teachers also report a judgment for Speaking and Listening and Science. As of 2013, children in Y6 are subject to English reading, English grammar, punctuation and spelling and mathematics tests. These tests are assessed externally. Writing composition continues to be subject to teacher assessment.

Parents will be informed as to whether their child has met the appropriate standard,(be given their raw score and a scaled score for their child in Y6). Combined reading, writing and maths results will also be used in the Y2 and Y6 tests.



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All Saints' CE Primary School Assessment Framework

Reception	Y1	Y2	Y3	Y4	Y5	Y6
On-going Teacher Assessments	Termly Teacher assessments	Termly Teacher assessments	Termly Teacher assessments	Termly Teacher assessments	Termly Teacher assessments	Termly Teacher assessments
September and July Statutory National baseline	June: Statutory Phonics screening check	May: Statutory end of KS1 tests and tasks. June: Phonics Recheck	Final assessment	Final assessment	Final assessment	May: Statutory Tests. Writing Judgments
Foundation Stage Profile	Summer final assessment	June: Phonics Recheck final assessment				Final assessment

Results of the above statutory assessments are shared with parents, Governors, the local education authority and the DfE.

Target setting

Our aim is to set ambitious and aspirational targets to challenge all our children and thus, ourselves, in our teaching. If pupils are identified as 'not on track', a discussion will take place regarding specific pupil targets and interventions during a Pupil Progress Meeting with the SLT.

End of year targets

Core subject end of year targets are reviewed by teachers annually during the Autumn term. Teachers are responsible to target attainment for the end of this current academic year.

All teachers should make reference to:

- School targets per year group
- FFTD targets (year 4, 5 and 6)
- Previous performance
- Year 1 phonics prediction
- Year 2 phonic re-takes

Aspirational Aims:

- All children to meet their end of year expectations
- Less than 10% of children working below national age related expectations



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- Gap narrowed between PP, FSM, SEND attainment against non PP, FSM, SEND.

Moderation

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at All Saints' CE Primary School we:

- Meet half termly to moderate reading, writing, and maths both in and cross phase teams
- Moderate work through book scrutiny
- Use a variety of assessment materials to benchmark and moderate pupil's work
- Collate evidence to inform teacher assessments
- Participate in moderation meetings with schools in our 2VLC¹ and statutory local authority meetings and beyond

Reporting to Parents

In Autumn and Spring terms all parents are invited to a parent information meeting. At the end of both terms they will receive a termly report card which contains written summary of attendance, progress and attainment. Parents will be informed of whether their child is forecast to be on target to be advancing, met or exceeding towards the end of year age related expectation.

Monitoring

The SLT has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The SLT ensures progress is in line with the schools targets and performance data is comparable with other similar schools and national data.

Class teachers are responsible for analysing progress made by their pupils for reading, writing and maths. They report to the SLT on a termly basis during Pupil Progress Meetings to discuss progress and to track pupil targets.

Using Classroom Monitor, Subject leaders for English and Maths are responsible for analysing pupil progress relating to their subject on a termly basis. They review end of year reports and identify trends in data as well as individuals or groups of pupils who require further monitoring and/or intervention. Subject leaders support individual and groups of teachers in assessing and moderating work.

Other relevant documents

A policy for teaching and learning
Marking and feedback policy



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