



Assessment Policy

Updated: June 2020

Up for review: June 2023

Our Vision

St Mary's CE (Aided) Primary School is

'A Christ-centred school with a child-centred curriculum, where wisdom and love guide and influence learning and teaching for our whole community. We treasure each child and enable them to flourish, using their God-given potential and establishing a secure foundation for them to thrive in a rapidly changing world.

Policy Aims

- To provide clear guidelines on our approach to formative and summative assessment
- To establish a consistent and coherent approach to recording summative assessment outcomes by tracking pupil progress and attainment and reporting to parents.
- To clearly set out how and when assessment practice will be monitored and evaluated.
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Intent

Assessment is acknowledged as an integral part of the teaching and learning process in all curriculum areas. We, as staff, have the responsibility to ensure that regular formative and summative assessment procedures are used accurately to ensure that children are equipped with the required tools to enable them to make continued progress with their learning throughout their time at St Mary's.

Summative assessment routines enable analysis of historic data to identify strengths in attainment and areas for development in teaching and learning, and highlight trends within and across groups of children and curricular areas.

Regular and reliable formative assessment procedures will enable us to track and secure rapid and sustained progress for all learners by understanding the individual pupil's needs.



All members of staff should be involved in the assessment process by keeping up-to-date and informed with assessment information, to ensure that they are aware of achievements, progress and next steps in learning for the children with whom they are working.

We have high expectations and aspirations for the children at St Mary's and are committed to securing sustained progress for each child. We recognise the importance of ensuring that children are challenged by providing them with varied opportunities to succeed; therefore our teaching, learning and assessment procedures should be personalised to the needs of learners where necessary.

Implementation

Procedures for our approaches to formative and summative assessment throughout the school are outlined below.

We recognise that individual children and cohorts will have areas of particular strength and areas to develop. Through regular and reliable assessment procedures, the progress and attainment of all children are tracked in a robust way and will enable teachers to identify children who are not making expected progress so that appropriate action can be taken to address this promptly.

Attainment and progress of all children will be reviewed at regular pupil progress meetings where teaching staff will meet with a member of the Senior Management team to analyse data and identify underachievement and focus groups of pupils. These will take place termly or half termly depending on the needs of the cohort.

Assessment approaches

- Formative Assessment: Day to day, in school – Assessment for Learning (AfL)
- In-School Summative Assessment: Assessment of Learning – end of term/topic/unit, including nationally standardised summative assessment

Formative Assessment: Assessment for Learning

*Responsive and assessment-informed teaching
will lead to learning for all children
and rapid progress over time.*

It is essential for teachers to establish the starting point for each child at the beginning of any sequence of learning. Daily use of varied AfL (Assessment for Learning) strategies will inform teaching so that is it focused, personalised and cohort-appropriate, with lessons pitched appropriately to challenge all abilities of children and enable gaps in knowledge and misconceptions in skills to be addressed promptly – thereby facilitating outstanding learning.



At the start of any learning, children must be provided with an opportunity to demonstrate what they already know or any prior learning. This could be in the form of a pre-unit assessment, mind map, KWL grid (KnoWLedge grid), drawing of/labelled diagram or responses to written or verbal questioning.



Formative assessment is designed to:

- *Assess knowledge, skills and understanding*
- *Provide children with feedback on their learning*
- *Identify gaps and misconceptions*
- *Inform planning that is challenging for all abilities*
- *Include pupils in their assessment, encouraging independence.*

Progressive and embedded in-school formative assessment routines enable:

- 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 inform future planning and subsequent learning.
- Pupils to measure their knowledge and understanding against learning objectives, identify areas in which they need to improve, respond to feedback and actively lead their own learning.
- Parents to gain a broad picture of where their child’s strengths and weaknesses lie, and what they can do to support learning at home.

Daily AfL Methods	Ongoing AfL Strategies
<ul style="list-style-type: none"> • Questioning • Observing (individual and group tasks) • Feedback (marking, verbal) • Self and peer assessment • Whole class/group/pair discussions • Child-initiated learning opportunities • Use of success criteria by all 	<ul style="list-style-type: none"> • Pre- and post-unit tasks • Pre- and post-unit assessments – WRM unit tests • KWL grids • MARK • Writing assessment grids • 2Simple/EvidenceMe • Low threshold, high ceiling tasks

Summative Assessment: Assessment of Learning

Effective in-school summative assessment or 'Assessment of Learning' enables:

- **School leaders** to monitor the performance of pupil cohorts through their attainment data, identify underachievement through progress data and highlight where interventions or staff CPD may be required.
- **Teachers** to understand national expectations and evaluate learning at the end of a unit or period, reflect on the impact of their own teaching and planning, and should be used to provide feedback on how pupils can improve. Teachers also use this to report to parents.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time.
- **Parents** to stay informed about the achievement, attainment, progress and wider outcomes of their child across a period of time.

At St. Mary's our approach to summative assessment is:

- Termly teacher assessment of core and foundation subjects for all year groups to be recorded on Target Tracker.
- Baseline teacher assessment data collected within the first 6 weeks of each academic year and entered into Target Tracker
- Collection of termly standardised testing data: PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics Assessment) to take place termly. Raw scores must be converted to standardised scores (SS) and recorded in this format.
- MARK (My Assessment and Reporting Kit) – this online analysis of standardised testing is used to identify whole class and individual pupils' progress and gaps, which is used to inform next teaching sequences and planning (AfL)

Teacher Assessment

Teacher assessment is described as a teacher's judgment of a pupil's performance against the age-related expectations in the National Curriculum.

In order to produce trustworthy accounts of children's attainment, teachers must assess using a variety of sources of evidence and contexts.

Teacher judgements are based on one or more of the following:

- what children say
- what children do
- what children produce
- what children feel or think



Sources of evidence may include:

- 2Simple/EvidenceMe
- Work in books
- Observations of work and answers provided in lessons
- Outcomes from individual and collaborative work in class
- End of unit/topic tests
- Helen Arkell Spelling test – administered bi-annually
- Maths: White Rose pre- and post-unit assessment
- Half-termly times tables tests
- Review of ILPs and notes from intervention groups (see SEND policy)

Standardisation and Moderation

In order to standardise and validate the different teacher assessments that are used, assessments are:

- Shared and discussed amongst the staff at standardisation meetings held termly
- Compared to national exemplification materials
- Moderated at termly in-school meetings to ensure validity of judgement
- Compared at moderation meetings held by the Weald locality to form a validated agreement

Nationally Standardised Summative Assessment

Nationally standardised summative assessments include:

- EYFS Baseline assessment at the start of Reception
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1 (resits in Year 2 if required)
- National Curriculum tests and teacher assessments at the end of KS1 (Yr 2) & KS2 (Yr 6)
- Year 4 Multiplication Tables Check

Collecting and Using Data

At St. Mary's, our routine for collecting data is reflected in our annual assessment calendar – see Appendix 1. Our approach to using data is:

- Summer data used to analyse the attainment for year groups, classes and specific groups of children (eg. Pupil Premium, boy/girl and SEND)
- Review the termly data during pupil progress meetings to analyse progress
- Identify underachievement, alerting class teachers to children who may need intervention or focused quality teaching



- Make use of MARK/writing assessment grids to unpick underachievement and identify gaps for subsequent planning
- Identify strengths in performance, highlight areas for development and analyse performance of groups of children, establish future CPD needs for whole staff or specific teachers
- Review SEND pupil progress data made through ILP/monitoring programmes (SEND policy)
- Share relevant data with any external agencies as appropriate
- To share relevant progress and attainment information with parents termly at parents' meetings and annually through reports.

Reporting to Parents

At St. Mary's, assessment data, including attainment and progress, is reported to parents through:

- Annual reports sent out in Spring term
- Parents' evenings held in Autumn, Spring and Summer terms
- These are referred to in detail in the 'Reporting to Parents' policy.

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.

Pre-Key Stage standards are used to assess children who are working significantly below age-related expectations.

Please see SEND policy for further details.

Training

The Assessment Coordinator, Head Teacher, Deputy Head Teacher Senior Leaders and Middle Leaders responsible for core and foundation subject areas will ensure all teachers are kept up to date with developments in assessment practice.

Communication of relevant information from the government, West Sussex County Council or recent training will also be shared.



This will be through:

- INSET
- Staff meetings
- Teaching assistant meetings/training
- Email
- Photocopied communications to pigeon holes
- Opportunities to attend relevant CPD courses e.g. FFT, SIMS, SCAS, Target Tracker
- Rotated responsibility to attend Weald Locality moderation meetings in order to stay abreast of good practice.
- NQTs and Student teachers will have timetabled opportunities to communicate with the Assessment Coordinator to explain the school's approach.

Impact

With high expectations and aspirations for all learners at St Mary's, we aim to ensure that all pupils secure expected or better achievement during their school journey.

Attainment

- The majority of children in each class are expected to meet ARE (Age-Related Expectations) at the end of each academic year (EXS – Working at Expected Standard (>85%).
- A child who has met ARE will be Secure (S) at the end of the academic year.
- 25% of the children in each class are expected to be working above ARE (GDS - Greater Depth Standard) at the end of each academic year.
- A child who is working above ARE (Greater Depth) will be Secure+ (S+) at the end of the academic year.

Progress

- All children are expected to make at least 6 steps progress across an academic year (on average, 2 steps per term).
- Children working below ARE or children with SEND are still expected to make sustained progress (6 steps a year) although it is recognised that the support in place may be greater for this group of pupils. *Please see SEND policy and individual targets for children on their ILPs.*
- Targets for each child are set at the start of each academic year, and are based on attainment from the previous Key Stage.
- Pupil progress meetings will be held promptly after each data entry to review the progress of children in each class, e.g. a child who was assessed as 2S at the end of Year 2 would be expected to achieve 4S at the end of Year 4 (expected progress).



- Target Tracker assessment data together with Standardised Scores from PIRA and PUMA testing are used to monitor progress and quickly identify children who are not making expected progress.
- Termly internal moderation meetings will be held to ensure consistency in staff assessment judgements.
- Teaching staff will also have the opportunity to attend Weald locality moderation events, to ensure that assessment judgements are consistent with other schools.

Roles and Responsibilities

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 in terms of attainment towards national expectations and teacher assessment at the end of KS1 and KS2.
- Knowing how the school is progressing against their targets.
- Understanding the impact of the school development/improvement plan.
- Knowing how the school compares with other similar schools.

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

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy. They will know:

- The level from which the pupils are starting
- Whether the class overall has learned what was planned
- Whether all the pupils are making expected progress
- Whether pupils are making sufficient progress against national and age-related expectations



- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need support and in which areas
- Which pupils need challenge by planning appropriate extension work
- If the planning for activities, resources and staffing is effective

Pupils

Pupils/learners will know:

- What they have achieved.
- What the next steps in learning are and how to achieve them.

Monitoring

This policy will be reviewed annually by the Governors. At every review, the policy will be shared with the governing body. All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Assessment Coordinator and Senior Leaders, with feedback from Subject Leaders, will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings
- Use of 2Simple/EvidenceMe
- Analysis of Target Tracker
- Use of MARK for analysis of standardised testing

The Assessment Coordinator/Senior leaders and Subject Leaders will know and understand:

- Whole school pupil progress data
- Pupil progress data for individual groups and members of identified groups
- Systems and routines
- Effectiveness of systems and routines through evaluation processes
- Pupils' progress in line with the school's targets
- Schools position when compared with other similar schools
- Areas for development in terms of aspects of the curriculum and quality of teaching and learning.



Links to Other Policies

This assessment policy is linked to:

- Curriculum Policies
- Early Years Foundation Stage Policy
- SEND Policy
- Marking Policy
- Reporting Policy
- Teaching and Learning Policy

