

Assessment Policy



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St Philip' s C E. Primary School

Assessment Policy

Rationale

Effective assessment is essential to quality teaching and learning. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning.

Systematic, accurate analysis of assessment information identifies areas of strength and weakness at an individual, group, class, year group and whole school level. This information guides strategic action planning at all levels.

Purposes of Assessment

The purpose of assessment in our school is to provide information: -

- To allow teachers to plan work that accurately reflects the needs of each child
- To enable children to understand what they have achieved, how well they are doing and what they need to do next to improve further
- To track the attainment and progress of individual pupils, groups and cohorts of pupils thus informing future planning
- To provide the Headteacher and SLT with information allowing them to monitor the effectiveness of the school, identifying strengths and weaknesses and to utilise this information to inform school improvement planning
- To provide Subject Leaders with information allowing them to monitor the effectiveness of practice within their subject area
- To provide Governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents to enable them to support their child's learning
- To provide the next teacher with information ensuring smooth transition, continuity and progression across the school
- To provide receiving schools with information ensuring the child's smooth transfer and continuous progress

Lesson Planning

The National Curriculum 2014, planning resources from Lancashire Authority, Blackburn Diocesan and White Rose guide individual teachers planning. All lesson plans contain precise lesson objectives. On medium term plans progression is clearly shown and differentiated groups and work are identified where necessary. In foundation subjects opportunities for writing are clearly identified on medium term overview planning. In all lessons, ongoing formative assessment informs future planning, amendments and adaptations are made which are accordingly annotated on planning.

Foundation Stage planning follows guidance in Development Matters. Planning is child led, in consultation with different groups of children and their parents. Planning is also responsive in terms of data collection and gap analysis.

Sharing Learning Intentions

Challenging learning objectives are shared with children and written or stuck into books at the onset of each lesson. Targets are accessible on classroom walls so that children always know what they are aiming towards. Targets are reviewed and updated following regular marking of work and shared with children. When appropriate, success criteria are shared so that children understand what is expected and what they can do to improve.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve, it informs pupils about what specifically they have done well and the next steps to take.

Verbal feedback, questioning and praise are an ongoing aspect in all lessons.

Feedback relates to the Learning Objective and how well it has been met. In English and maths next steps may be identified (verbally or written) to make it clear to the child what they need to do in order to improve in the future. Teacher's regularly review that children have completed and gained from their Next Steps.

In writing pupils are given feedback which confirms they are on the right track, and which encourages them to make an improvement. This is marked using coloured pink or green highlighters, as Tickled Pink and Green for Growth ('tickled pink'= really pleased with this bit, 'green for growth'= area for improvement). Stampers are also used in marking of all subjects (where appropriate).

Time is given during lessons for the children to absorb any comments written on their work, write responses to teacher's questions or prompts, and also to ask any questions of their own. There may also be 'green for growth' improvements they can work on during this time, such as spelling corrections.

Children's responses to marking are age appropriate. Our younger children use a variety of approaches such as physical – thumbs up or down, AFL flash cards and/or smiley faces. Our older children progress towards red to respond (where able).

Child Self Assessment

When planning lessons teachers build in opportunities for child self-assessment. There is always an opportunity for children to assess their understanding, against the learning objective, during the plenary of a lesson, thereby allowing children to review their learning and consider their next steps. This time of reflection also enables teachers to further refine planning and learning opportunities for the next lesson.

Assessment

Formative Assessment

A wide variety of formative assessment methods are employed, for example

- Informing pupils of the learning objectives, success criteria and giving next steps
- Focused and targeted questioning throughout lessons to judge pupil understanding
- Observations – by Teachers and/or Teaching Assistants

- Mini plenaries to review learning against L.O. and success criteria throughout the lesson e.g. focused questioning, thumbs up, traffic lights
- Involving the children in peer and self assessment
- Planned assessment against learning objectives e.g. mental maths test, short whiteboard writing assessment
- Displays which celebrate achievement and progress
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focused marking against learning objectives and success criteria
- Guided group work focused on a specific learning objective
- Small group or one-to-one feedback sessions

Summative Assessment

At the end of each term teachers will assess children's progress using a four-step model against the year group expectations:

Point of time Assessment for the time of year			
Below	Working Towards	On Track	Greater Depth

We have a whole school target of at least 85% of children working on track within their respective year groups by the end of the summer term.

National Transition

End of Year One Phonics Check

This is delivered by the Head Teacher or Deputy Head Teacher to all Year One Children, the check is re-taken at the end of Year Two for those children who do not meet the threshold score

End of KS1

At the end of Year Two children will sit NFER tests, these are marked internally.

KS2 SAT's

At the end of Year Six Children sit Statutory Assessment Tests in Reading, Writing, Maths and Spelling, Punctuation and Grammar. These tests are marked externally. Writing is marked by the class teacher- local authority moderation takes place regularly.

Scaled Scores

In Year 6 children are given a scaled score.

- A scaled score of 100 is a child working at Age Related Expectation
- A scaled score of above 110 is a child working at Greater Depth.
- A scaled score of below 100 is a child who is Working Towards age related Expectation.
- There are also a number of Pre-Key Stage descriptors.

Reading

Reading across the school is assessed during whole class Guided Reading sessions and using a range of comprehension material. We use a banded reading scheme which supports assessment of age-related expectation.

Phonics is taught using the ELS program and progress is closely tracked – interventions are put in place where appropriate.

Children who do not meet the phonics threshold are supported well into the Juniors.

KS1, KS2 and Optional SAT's – Years 2 – 6

We use the NFER testing suite used across all year groups to enable standardisation, comparison and this is used to inform teacher judgements.

Phonics

Children in Year 1 complete a Phonics Assessment during the Summer Term. Children in Year 2 will also repeat the phonics assessment where applicable.

Spelling, Grammar and Punctuation

Children in Year 6 complete a SAT's assessment of spelling, grammar and punctuation in May.

Children across all year groups use a combination of published Year Group Tests and Teacher Assessment Judgements.

Maths

Assessment in maths is ongoing- as objectives are completed children's individual progress is highlighted on small steps ladders (these are stuck in books at the start of each unit). Children will also complete end-of-unit mini assessments. Class teachers use the ladders, termly NFER test results and teacher assessment to make a termly 'best fit' judgement of the child's understanding and progress.

Science

Assessment runs alongside each unit of work. Short written tasks linked to our Science Scheme assess children's progress in relation to age related expectation. Assessment in science is ongoing, as objectives are completed in lessons they are highlighted on skills ladders which are stuck in the front of books.

Foundation Subjects

Foundation subjects are assessed termly using a variety of summative and formative assessment approaches. There are tracking ladders to be completed for History, Geography and RE.

Moderation

Moderation of standards and differentiation is carried out by Subject Leaders and by Senior Leaders. Whole school moderation of writing is half yearly and involves cross phase moderation. A school portfolio of levelled and annotated writing is kept. LEA Moderators regularly audit the end of Key Stage tests and teacher assessments. The school takes part in Cross school moderation twice a year with a focus on writing.

Assessment Tracking

Insight is used in Years R – 6 to track progress of individuals, identified groups, classes, year groups and whole school. Data is updated termly by class teachers. In this system reports can be quickly generated tracking progress against e.g. local and national trends, average point scores. Data is used by teachers to inform future planning, having assessed progress and support requirements of individuals and/or groups.

The Head Teacher creates termly graphs to demonstrate whole school progress against National End of Year Data from the previous year.

Pupil Progress Meetings

The SENCO and SLT are able to easily track progress of identified individuals and groups enabling focused discussion with class teachers which are reported to and discussed at SLT meetings.

Termly Pupil Progress Meetings are held between class teachers, Headteacher and Deputy Head Teacher at which pupil progress is discussed in relation to Age Related Expectations. Discussion focuses on children who are progressing well and their next steps, which children are progressing less well and what actions have been and will be taken to try to address this. Any individual pupil needs will be further identified. Future actions are identified and agreed on the final report. Any interventions carried out are closely tracked and impact is analysed. Each class teacher produces a termly intervention update on the pupil progress form.

The Headteacher utilises information from all meetings and assessment data on Target Tracker to inform

- Meetings with Deputy, SENCO to identify pupils who need to be targeted for additional support
- School Self Evaluation,
- School Development Plan
- Headteacher meetings and reports to Governors,
- Reports to the Chair and Vice Chair of Governors
- School Development Plan

Equal opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. We have high expectations of all pupils and of all groups of pupils. We continuously monitor pupil performance, identifying areas of development for all pupils, comparing their progress with national expectations and are committed to taking action where it is identified.

Special Educational Needs

Early identification of children with special educational needs is essential. The school's S.E.N.D Policy gives details of the procedures for identification and assessment. Assessment for children with SEND will be carefully considered to ensure that the needs of the children are taken into account before deciding on the appropriate assessment measure, this could include B Squared, tailor- made assessment measures linked to interventions or social and emotional profiling.

Reporting to Parents

Information about our assessment and tracking is available on our website. Parents are invited to share their children's work and discuss their progress each term, either during a teacher/parent discussion or an Open Afternoon.

Discussion centres on: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy and settled and behaving well.

In addition, meetings are sometimes arranged between parents and school, to discuss their child's progress, and these are arranged at a mutually convenient time.

Reports are distributed to parents at the end of the summer term. These contain individual attainment in all aspects of the curriculum, future targets, behaviour and effort grades. There are final overviews of progress and achievement from class teachers and the Head teacher.

Parents are given the opportunity to write a comment (deliverable to school) regarding the report and/or discuss the contents of their child's report at an Open Afternoon in the Summer term. Children are also encouraged to comment.

Parents of children in Year 6 are informed of their children's Standardised Tests and formal Teacher assessment in the Summer Term. This report will also provide data on national performance for children of the same age.

Transfer/Transition

When children move schools, information is sent through the CTF (common transfer file).

Transition meetings, between class teachers, take place towards the end of Summer term to discuss progress, achievement and needs of individual children. This ensures that children have a smooth transition, continuity of provision and the best opportunity to progress.

Children will spend a lesson or session with their new teachers.

During transition to High School liaison meetings take place where receiving High Schools are able to meet the children, giving them a familiar face and point of contact, and also talk to the class teacher when progress, achievements and the needs of pupils can be discussed, so

aiding their smooth transition and future progress. Where a meeting is not possible liaison via letter, telephone or email will be used to communicate progress, achievements and needs of pupils to aid their smooth transition and future progress. Children will have the opportunity to visit their High School.

Monitoring and evaluation

The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

All subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, and book scrutinies as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Insight and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To monitor and evaluate the policy in practice.
- To keep up to date and inform staff on latest information and requirements.
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis.

Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings

Assessment Leader

- Analyse national and school data such as FS Data, Raiseonline, FFT, SAT's to improve attainment throughout school.
- Suggest CPD needs and opportunities for self and report to CPD co-ordinator
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Contribute to relevant sections on the SEF and SDP
- Lead staff to ensure that the needs of pupils are met effectively
- Ensure school policies and procedures are kept up to date in relation to assessment
- Maintain a thorough and up-to-date knowledge of own subject
- Support manage and develop assessment throughout the school

- Identify areas for improvement within assessment and contribute to school self evaluation and improvement planning
- Oversee the efficient use of appropriate resources for assessment e.g. APP targets booklets
- Use data and other information to inform strategic planning, to identify improvement targets, and to inform the school's leadership team, staff and governors.
- Monitor pupil standards and achievement and track progress in accordance with the school's procedure for pupil tracking and school self evaluation, including agreed reports and analysis to the Team leaders, staff and governing body.

Subject Leaders

- To ensure lessons include clearly defined challenging learning objectives and identify and record assessment.
- To monitor pupil progress and attainment, via observation of teaching, scrutiny of pupil work, scrutiny of pupil progress data to ensure that all groups of pupils are effectively supported, challenged and extended
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.
- To make use of assessment data to lead and manage inclusion and pupil development across their subject.

Class Teachers

- Identify learning objectives on medium term planning
- Assess how well learning objectives have been achieved and use this assessment for future planning and teaching.
- Mark and monitor pupils' work providing constructive oral and written feedback, including next steps marking, setting targets for pupil's progress
- To set challenging targets.
- To co-ordinate and monitor appropriate intervention programmes to support pupil's learning.
- To initiate and actively support transition arrangements into, within and out of the phase.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis in accordance with this policy and input this onto Insight
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs Coordinator (S.E.N.C.O) are carried out for pupils with S.E.N.D and that support Plans are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.
- To hold termly Review meeting with parents for children with SEND

The Head Teacher is happy to discuss attainment or progress information at any time should a parent request additional information.