




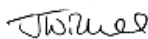
'Dream, Believe, Achieve!'

'With God, all things are possible.' Matthew 19:26

James 1 v5 "If any of you lack wisdom, he should ask God, who gives generously to all".

St Mary's C of E Primary School

Assessment Policy

Policy Date:	January 2021
Policy Review:	January 2022
Signature of Headteacher:	
Ratified by Governors-Date:	January 2021
Signature of Chair:	

St. Mary's C.E. Primary School

Assessment Policy

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	6
9. Roles and responsibilities	6
10. Monitoring	6
11. Links with other policies	7

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

- We aim for high quality teaching and learning, secured by effective assessment. At the heart of this, is the school's Christian ethos and inclusive approach, underpinned by the mastery model of expectation, that all pupils can succeed.
- We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessments.
- We use formative assessment to inform teaching, providing for the learning needs of all pupils and to enable school staff to formulate appropriate target setting.

- We provide constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress
- We record pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school
- We communicate with parents in a variety of ways, to enable them to have a clear picture of their child's progress, attainment and effort, giving advice on how to support learning at home
- We systematically monitor and evaluate pupils' progress and attainment on an individual and school basis, in a timely and regular manner, and then use the results to plan for improvement
- We involve staff in the process of assessment, including the most effective methods of data collection, which takes account of the national priority on teachers' workload.
- Our assessment practice is consistently reviewed, to take account of changes in national guidance issued by the DfE and Ofsted, as well as recommendations from national speakers, to ensure best practice is consistently maintained.
- Our assessment arrangements consider progress relative to nationally benchmarked starting points and reflect upon where they currently are, to determine future learning needs.
- We use externally verified assessment systems to ensure accuracy and clarity.
- We monitor progress over time and do not have a numerical definition of progress, due to the national curriculum mastery approach, which expects a broadening and a deepening of knowledge and skills. A detailed explanation of progress and attainment, and how this differs between curriculum subjects, is outlined in Appendix 1 – 'Visualisation of Progress'.
- The term 'expected progress' has no national definition and has been abolished. Progress is measured from point to point based upon each national cohort attaining a standard at KS1 and then subsequently at KS2. This varies from year to year, as assessments are norm-referenced.

4. Assessment approaches

At St.Mary'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 challenge, to identify misconceptions or gaps in learning and plan as a team, future lessons accordingly. Planning will take account of key questions, observations, staff working with groups of pupils, verbal and written feedback, computing opportunities and an active, enabling learning environment.
- **Pupils** to develop knowledge, skills and understanding as proscribed in the national curriculum, and identify areas in which they need to improve, though the use of peer and self-assessment.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve. This also includes supporting parents by providing resources or signposting to online support, to further enhance learning and assessment opportunities.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders and teachers** to monitor and evaluate the performance of pupil cohorts, through the use of various commercial online or paper-based testing tools. For reception pupils, staff should have regard to Development Matters. These will identify where and in what areas interventions may be required, in a timely and efficient manner, so that pupils are rapidly supported to make further progress and raise standards in attainment.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time, by responding to the use of knowledge harvests, celebration assemblies or more regular tests such as spelling and times tables.
- **Parents** to receive regular information about the achievement, progress and wider outcomes of their child across a period. This can be through the use of meetings with parents informally and formally, sending parents written reports, communicating electronically, or the school making provision for parental requests for internal assessments regarding SEND learning needs.
- **Governors** to stay informed about the attainment and progress of pupils, to provide accountability to school leaders, through the performance and standards committee. In-school assessments are externally verifiable, so that school leaders can be assured that teacher judgements about pupil performance are accurate. This is achieved through the use of commercial nationally standardised tests or by teachers engaging with external moderation. Governors are provided with reports by subject and phase leaders, as part of a regular timetabled cycle of school improvement. The leadership are also supported in their judgements of internal standards by external consultants and also formally, by OFSTED.

4.3 Nationally standardised summative assessment

National, statutory, standardised summative assessment enables:

- **School leaders** to analyse the performance of pupil cohorts and set future school priorities.
- **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
- **National and Local Authority Leaders** to communicate information more widely about school performance and to formulate judgements against national benchmarks. School leaders are able to engage with the wider educational leadership through the use of online tools provided by the local authority, DfE and Ofsted.

National, statutory, standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- From September 2021, Reception Baseline testing will be introduced.
- 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). There will be not be any progress measures at KS2, for the year 2 and 3 cohorts due to KS1 SATS not being administered in 2020 and 2021.
- Times table screening check in year 4
- For SEN pupils, P-scales have been replaced by the 'Engagement Model' and then pupils may progress to Pre-key stage Standards

N.B. – On occasion, the school may be asked to participate in the piloting of some aspects of statutory assessment.

5. Collecting and using data

Our school's approach to the collection and use of data, takes account of the following:

- Recent changes in legislation, as outlined in GDPR. This explicitly states how the recording, sharing and storing of data, both in paper and electronic format, should be understood.
- Avoids adding to teachers' workload unnecessarily
- Ensures that the data collected has a clear purpose and can enable accurate judgements to be made regarding pupil progress and attainment.

6. Reporting to parents

Communication with parents is achieved through the use of certificates, a text messaging service, school reports, parents' evenings, and spelling and times table results, or access to online platforms.

In the end of year reports to parents, we ensure that:

- 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, attitude to learning and behaviour
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
 - The reception year;
 - 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 national statutory tests taken

7. Inclusion

The principles of this assessment policy apply to all pupils. For pupils in each year group, they are regarded as working at the 'expected' level of development, or ARE (age related expectations), based upon the national curriculum that has been taught so far. The specific expectations differ between curriculum subjects, in terms of age and stage, so is modelled in appendix 1 – 'Visualisation of Progress'.

Our school also aims to ensure that those with special educational needs, disabilities and those where English is not their first language, are included in the teaching and learning that takes place. This may, in exceptional circumstances, require using an earlier stage in the national curriculum, in order to close the learning gap or a delay in a national curriculum year, due to a medical intervention. Assessment processes ensure that our school also meets the national priority of social mobility, by making appropriate provision for children identified as pupil premium, or for those who are from a military service family or have been identified as CLA (looked after in care). It also supports different groups of pupils, for example, by monitoring gender.

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, different terms are used. The school takes into account the changes for SEND children, as set out by the recommendations of the Rochford Review, subsequent to

this, the phasing out of P-scales and replaced with different statutory expectations, namely Pre-Key Stage Standards, and for those few pupils functioning at a lower level of cognitive ability, 'The Engagement Model.'

For pupils working below the expected level, in the Foundation stage, the children are referred to as 'emerging'. For years 1-6, children working generally at an earlier stage of development, are considered to be 'working towards'. This is in line with the school adopting the model, which suggests that these pupils are not there 'yet'.

Alternatively, assessment will also take account of those pupils working at a more confident, fluent level of development. The school uses 'Exceeding' to describe those pupils in the Foundation stage', although this higher standard is being phased out, and will no longer be a required assessment at the end of Summer 2022. From years 1- 6, the school uses the term 'greater depth' to describe pupils working within ARE but at a deeper level of understanding, for English and Maths only.

8. Training

The headteacher and assessment co-ordinator will ensure that

- Teachers are kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.
- Ensure teachers have a good understanding of assessment and how it can support the teaching and learning of their pupils
- Staff have access to continuing professional development opportunities on assessment by providing training in assessment processes and appropriate software
- Provide relevant documentation to teachers, to enable them to fulfil their statutory obligations
- They remain informed regarding good practice, using either social media, or attendance at assessment briefings provided by commercial and public organisations.

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 analysing data and asking questions to further develop an understanding of school performance and standards.

9.2 Headteacher and Assessment Co-ordinator

They are 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
- Teachers are responsible for assessing the children that they teach so that pupils make progress over time and fulfil their potential
- Subject co-ordinators have a clear picture of children's performance in their subject areas

10. Monitoring

This policy will be reviewed annually by the assessment co-ordinator. At every review, the policy will be shared with the governing body or committee.

All teaching staff are expected to read and follow this policy.

The headteacher and SLT, in conjunction with the assessment co-ordinator, will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, pupil progress meetings, analysing and evaluating data, as well as drawing upon external advice.

11. Links with other policies

This assessment policy is linked to:

- GDPR

