



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

ASSESSMENT POLICY

Our Vision

Successful and outstanding in all we do.

"I can do all things through Christ who strengthens me." Phil 4:13

Our mission statement is:

Have Faith, Take Responsibility, Show Respect and Achieve.

- Have Faith – to believe in yourself, if you have a religion, strengthen your own faith
- Take Responsibility – for yourself, your actions, the environment
- Show Respect – towards everyone
- Achieve – work hard, persevere, be resilient and strive to be the best you can be

The ethos of our school is embedded in our Christian values:

Honesty, Forgiveness, Love for all, Celebration, Fairness' Being Thankful, Ambition and Resilience

"....I will give you good advice and share my knowledge with you."
Proverbs 1. 23

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.

Policy Written May 2016

Revised July 2018

Approved by Governors policy meeting on: July 2018
was delayed owing to the ongoing COVID-19 Pandemic .

Review Date: June 2020 *this review March 2021*

All national tests are suspended – Next review Jan 2022

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate.

This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers.

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

British Values

At Christ Church C of E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the Spirit as guidelines for behaviour choices.

From September 2015 the school has been following the National Curriculum in England (2013). This Assessment policy has been adapted in response to the new curriculum and the Final report of the Commission on Assessment without Levels (McIntosh. J, September 2015)

Principles of Assessment:

Assessment is at the heart of teaching and learning. It provides evidence to guide teaching and opportunity for pupils to review their progress.

- Assessment is fair and inclusive -It is moderated to ensure accuracy.
- Assessment is in line with nationally standardised criteria and expected standards, with high expectations for learners.
- Assessment feedback is differentiated to inspire effort and belief to achieve more.
- Assessment is consistent and draws on a range of evidence to provide a clear picture of achievement.
- Assessment outcomes provide meaningful information to develop pupils in their learning, to support teachers in their planning and provide progression data.

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: *“The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”*

Assessment Reform Group 2002; Assessment for Learning Strategy (2008)

The purpose of assessment in our school is that:

- **Every child** knows how well they are learning, and understands what they need to do to improve through next steps feedback. They get the support they need to be motivated, independent learners.
- **Every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- **Everyone in school understands** the structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress.
- **Every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Aims

- To measure all aspects of progress, communicating, social skills, physical development, resilience and independence
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning through assessment feedback
- To inform the Governing Body of the school's standards and achievement

- To identify positive achievements and next steps planned for each child
- To enable inclusion of all abilities where any requirements for support or intervention are identified quickly
- To ensure that the overall achievements of the child can be recorded systematically
- To ensure that the school and child's achievements can be monitored
- To meet the legal requirements for record keeping, assessing and reporting

The Senior Leadership Team and middle leaders led by the Headteacher ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to show pupil progress.

Effective Assessment

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively to impact on children's learning
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets
- Assessment outcomes are communicated effectively to pupils, parents and other teachers

Lessons are planned with clear skill based learning objectives. Tasks set are appropriate to children's ability through the teacher's assessment for learning (AfL) knowledge of each child. Teachers always share the lesson's learning objective with the children (OLI). They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged (What I am looking for -WILF). Teachers ask well-phrased questions based on Blooms taxonomy and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. Lesson plans make clear the expected outcomes for each lesson and are annotated as part of AfL in the lesson to inform future planning.

Formative assessment - Day to day including Assessment for Learning (AfL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning to inform teaching and learning. Learning outcomes are shared with pupils. Teachers also discuss with pupils through next steps, how learning outcomes can be achieved and learning improved.

AfL takes place on a daily basis and is integral to teaching and learning. Children's peer and self-assessment is encouraged throughout the school and includes questions and answers, marking, evaluation of individual and group learning.

Long-cycle:

- Span: across units, terms
- Length: four weeks to one year
- Impact: pupil monitoring; curriculum alignment

Medium-cycle:

- Span: within and between teaching units
- Length: one to four weeks
- Impact: improved, student-involved assessment; teacher cognition about learning

Short-cycle:

- Span: within and between lessons
- Length: day-by-day: 24 to 48 hours/ minute-by-minute: five seconds to two hours
- Impact: classroom practice; pupil engagement

ref Dylan Wiliam 2015

Summative assessment - Periodic or evaluation at the end of a teaching sequence

Summative assessment gives a broader view of progress for the teacher and learner using national standards and age related expectations. Periodic assessments occur throughout the Autumn, Spring and Summer terms in school. Review of assessment evidence gives a clear profile of pupils' achievement across the curriculum to inform and shape future planning and targets for improvement. These judgements and insights are shared between pupils, parents and teachers at transitional points between year groups, schools and phases.

Assessment reviews of pupils with special educational needs are also reviewed periodically throughout each term.

Transitional assessment data

A formal recognition of achievement:

- Completion of the Early Years Foundation Stage Early learning goals.
- Nationally Standardised Summative assessments at the end of Key Stage 1 and Key Stage 2 (SATs)
- End of year individual reports to parents with details of the child's end of year age related performance.

Management Information Systems for tracking Assessment

Target Tracker is used throughout the key stages. Teacher Assessments are recorded on an ongoing basis throughout the term using formative and summative in-class assessments, to build the teacher assessment judgement for each child. Each half term Target Tracker records the progress from one term to another and from the start of the academic year to date.

The Pupil progress data generated from Target Tracker is used by the teacher to inform overall and individual progress of the class and is also scrutinised and monitored by the Senior Leadership Team and Governors during Pupil Progress and Inclusion Meetings.

At the end of each term the Senior Leadership Team analyses individual, group and cohort pupil progress throughout the school in line with the expectations of progress outlined in the school development plan.

Target Setting (Y2 & 6)

Target tracker collates data to inform end of year/end of key stage targets for each child. Step progress towards end of year expectations are tracked using Target tracker software.

In relation to KS1 and KS2 SATs targets are set for the cohort using data from a variety of sources including Target Tracker, Fischer Family Trust (FFT), national floor standards and previous results including ASP (Analyse School Performance) data.

Target setting (EYFS)

Ongoing assessment in the EYFS is an integral part of the learning and development process. Observation of children participating in everyday activities is the most effective way of building up an accurate picture of what a child knows and understands. Teachers take into account all aspects of a child's development and learning, both spontaneous and planned, and involve children and parents fully in the process. Evidence to support judgements in the EYFS profile are primarily sourced from child initiated activities and relevant next step targets given.

Target Setting (Y1, 3, 4 & 5)

Targets are set for end of year expectations in line with the National Curriculum end of year expectations. Progress is tracked using Target tracker software to identify step progress. In year 1 targets are also set for the Phonics screening test based on last year's results, the national floor standard and targets agreed with Governors.

Reported Targets

School Targets are agreed with the Chair of Governors and used by them to hold the school to account.

Curriculum Targets

Curriculum small step targets based on the National Curriculum programme of study are set for Reading, Writing and Maths which are shared with pupils and parents.

Pupil Progress Meetings to track progress through assessment

Pupil Progress Meetings ensure accountability and are designed to discuss individual pupils' progress with Senior Leadership Team, Governor Representation and class teachers.

Tracking

ALL pupils are tracked throughout the year and are discussed at Pupil Progress Meetings.

Focus groups include:

- Pupil Premium pupils
- Looked after children
- Pupils with SEND
- More able pupils
- EAL pupils
- Gender

Key Stage analysis and reporting

Attainment is recorded using evidence against National Curriculum statements on Target Tracker with percentage number of children achieving the age related expectations by year group at the end of the year. Where this figure is not 100% it accounts for children with significant learning needs which have been previously identified. Please see SEND policy.

Progress is judged using Target Tracker steps – currently 6 steps each year or accelerating progress to close any gaps to achieve age related expectations which would be in excess of 6 steps.

Senior leadership team and middle leaders compare the end of year and end of Key Stage data using:

- Fischer Family Trust Data
- ASP (Analyse School Performance) data
- Target Tracker data
- Kingston and Richmond comparative data
- National floor standards and baseline data

Analysis of end of year data (taking into account floor standards) is reported to:

- Governors through the Headteacher's report to Governors
- Governors curriculum standards meetings throughout the year
- Staff
- Local authority via School Improvement Partner

Findings are incorporated into the Self-evaluation Form and School Development Plan.

Reporting to parents

Parent consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. Information available to parents at parents' evenings can include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

A full written report (Record of Achievement) for each pupil is given to parents/carers/guardians at the end of the academic year. The report gives details of achievements through teacher assessment, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, it is factual, specific and refers to prior learning to reflect the importance of the child in the process.

Assessment Calendar

Assessments are ongoing throughout the year but any formal assessments procedure by year group is as follows:

Foundation Stage

Information has been acquired prior to the child starting school via:

- Conversations during open mornings at school
- Visits to see the child in their home setting when requested
- Visit to and discussions with nursery staff where possible
- 'Moving On' document completed by nurseries and playgroups

Autumn term onwards:

- Assessments are made and scores recorded using EYFS Target Tracker for the Autumn, Spring and Summer terms. Analysis completed by class teachers is reported to the Early Years Leader, Assessment leader and Headteacher.
- Evidence is collected for moderation. Final scores are recorded using Target Tracker. Analysis completed by class teachers and reported to Early Years Leader, Assessment Leader and Headteacher.

Year 1

- EYFSP will be continued for some pupils. Other pupils will be assessed against the National Curriculum year group age related expectations.
- Pupils will be assessed and results recorded using Target Tracker.
- Pupil Progress Meetings held to discuss progress.
- Phonics assessment.
- End of year report (ROA) sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 3, 4 & 5

- Pupils will be assessed against year group age related expectations and results recorded using Target Tracker.
- Pupil Progress Meetings held to discuss progress.
- End of year report (ROA) sent to parents.
- Class teachers discuss pupil progress with next teacher.

Years 2 & 6

- Pupils will be assessed against year group age related expectations and results recorded using Target Tracker.
- Pupil Progress Meetings held to discuss progress.
- SATs tasks and tests administered.
- End of year report (ROA) sent to parents.
- Yr 2 Class teachers discuss pupil progress with next teacher.

Marking and feedback

Teachers in school fully understand and use the agreed marking policy (see Marking and Feedback Policy). Home learning and classwork are marked using a common framework of praise and next steps/challenge comments as appropriate. Marking recognises excellence and indicates the areas that need improvement. Pupils are given opportunities to respond to the feedback marking or challenges and are encouraged to ask any questions of their own which are then followed up by the teacher. Time allowed at the beginning of a lesson for the children to respond to marking ensures that teachers marking time has a significant impact.

Learning completed by children eligible for the Pupil Premium Grant (PPG) is always marked first as a priority to ensure progress is in line with their targets.

Children are given verbal feedback about their learning whenever possible, usually during the lesson, although sometimes feedback is given at the beginning of the next one. When lesson time does not allow for verbal feedback, marking comments indicate the relevant feedback.

Written feedback is related to the learning objective for the lesson. It is made clear whether the objective has been met. If the objective has not been met then the teacher identifies what the child needs to do in order to produce (even) better work in the future. It is important to note that understanding is consolidated and maximised when children enter into a dialogue about their learning.

Monitoring

Monitoring will be done in accordance with the Monitoring Policy. The Senior Leadership Team is responsible for monitoring the implementation of this policy.

- Curriculum subject leaders monitor samples of work regularly and check the assessments against national curriculum programme of study.
- The Senior Leadership Team monitor all class learning regularly including all aspects of progress, communicating, social skills, physical development, resilience and independence.
- All monitoring provides data on the assessment practices across the school.

Moderation is designed to check that age related expectations have been applied consistently across year groups and key stages, and occurs after teachers have made their assessments.

Moderation also takes place with other schools as well as with the LA agreement trialling. The Assessment Leader inspects samples of the children's work, and observes the policy being implemented in the classroom.

The assessment leader reviews the policy objectives including:

- To develop, implement and review the school policy on assessment, record keeping and reporting
- To ensure that effective criteria for assessing the success of this policy is robust
- To assist colleagues in the development of age appropriate assessment procedures throughout the school for formative and summative purposes
- To raise awareness of school, LA policy and external advice on assessment through INSET
- To assist with assessment to inform planning, feedback and to share good practice
- To ensure consistency and continuity of assessment documentation and assessment procedures
- To order and organise assessment resources where necessary
- To disseminate information regarding assessment
- To evaluate assessment practices for effectiveness throughout the school to inform the school self-evaluation (SEF)
- To ensure opportunities for continued professional development for the Senior Leadership Team and staff to improve and update their practice and knowledge of assessment tools

The assessment leader also provides guidance on the evidence required for any external moderation by representatives from the Borough for end of key stage moderation checks.

Reviewed June 2019 and March 2021