

# Assessment Policy

## Stanground St John's Primary School

March 2018



Approved by:

Date:

Last reviewed on: March 2018

Next review due  
by:

# Stanground St John's Assessment Policy 2017/18

This policy is written in accordance with the guidelines in the 'Final Report on the Commission on Assessment Without Levels' (September 2015), documentation provided by the school's multi-academy trust entitled 'DEMAT Assessment Approach', and using guidance from 'The Key' for School Leaders. The policy is also written in accordance with the church school's ethos at the forefront, where the development of the whole child is integral.

## **Principles of Assessment**

Assessment is a continuous process in St John's School, which is integral to learning and is clearly linked to the new National Curriculum (2014) requirements. It is used by teaching staff to evaluate pupils' knowledge, skills and understanding on a day-to-day basis and to tailor teaching accordingly; leading to appropriate challenge and progress in the learning of individuals. This is achieved through the use of formative and summative assessment strategies (with an emphasis on formative assessment), as well as national testing.

Continuing Professional Development (CPD) is attended externally by the relevant staff members - and delivered in school subsequent to this - to ensure that strategies for assessment are current, effective and accurate. This includes moderation internally and with other Peterborough and DEMAT schools, to further enhance the accuracy of the judgements made.

## ***Definitions***

**Formative assessment:** A range of formal and informal assessment procedures during the learning process in order to identify misconceptions and gaps in learning, which leads to intervention; modified teaching and adapted learning activities to improve student progress and attainment.

**Summative assessment:** Evaluative assessment made at the end of a program or unit of learning, which is used to guide long-term and/or medium-term planning both for the assessment of groups and individuals.

**National testing:** EYFS assessments; Year 1 phonics screening; Key Stage 1 SATs (Year 2) and Key Stage 2 SATs (Year 6). These are used to identify strengths, weaknesses and trends which contribute to the focus of school development. Further national assessments, such as science screening and multiplication tables, will also be used as appropriate to requirements of the school and the Government.

## **Aims of Assessment**

- To record and monitor the progress and attainment of individual pupils, groups and cohorts – inclusive of all levels – which are then used to set appropriate targets and inform timely intervention.
- To track progress over given periods of time (for example: term, year, Key Stages, EYFS to Year 6) and use this information to inform strategic planning.

- To inform parents, the Governing Body, the Diocese of Ely Multi Academy Trust (DEMAT) and the Local Authority about the progress and attainment of all pupils, as required.
- To ensure a consistent whole school approach to measure progress towards national standards.
- To provide a source of analysis for subject and phase leaders, as well as class teachers, in order to plan the necessary actions to increase progress and attainment across a subject, phase or class

### Assessment Methods at Stanground St John's

- At St John's there is an emphasis on frequent and varied formative assessment strategies (as defined above), on a lesson-by-lesson basis, which provide carefully targeted opportunities for all pupils of all abilities to succeed, including those pupils with SEND.
- Since the removal of the National Curriculum level descriptors by the Government, St John's now tracks pupil progress and attainment against the requirements of the National Curriculum using Pupil Asset, which has been tailored to requirements specified by DEMAT. Pupils are now assessed using a 'point in time' approach, which reflects the current attainment of a child, based on what has been taught so far, in relation to the expectations for their year group.
- Statements used to give summative judgements are:



- An emphasis on securing skills and depth in understanding means that pupils progress through the coverage and understanding of objectives, which adhere to the requirements of the National Curriculum. Highlighting of objectives within Pupil Asset (using orange, green or blue in the 'multi-tick' section of the website) by teachers for Reading, Writing and Maths displays the depth of understanding of the objectives for each pupil and acts as a means of recording ongoing formative assessment.




Not yet assessed
Working towards
Achieved
Achieved to a greater depth

- Summative judgement of attainment for Reading, Writing and Maths is made six times a year, towards the end of each term, reported on within termly Pupil Progress meetings, and is used to inform teaching and intervention for the following term. This data is submitted to DEMAT, as outlined in the guidance document.
- As per guidance provided by DEMAT, final end of year assessment judgements for Reading, Writing and Maths:
  - In Year 2 and Year 6, for pupils to be judged as working **at the expected standard** for their year group, they must have achieved 100% of the 'Expected' TAF (Teacher Assessment Framework, provided by the Government) statements. Statements which have been achieved fully will be highlighted in green or blue.
  - In Years 1, 3, 4 and 5, for pupils to be judged as working **at the expected standard** for their year group, they must have understood 75% of the curriculum. Percentages to support this judgement are located within the 'DNA ticks' section of Pupil Asset.
- Summative assessment of the foundation subjects is expected to be completed termly on Pupil Asset, to record how 'on track' they are to reach age-related expectations (ARE) at the end of the year. Formative assessment of these is conducted within lessons and recorded manually on planning and in books, as deemed appropriate by the professional judgement of the class teacher and as outlined in the feedback and marking policy.
- Where appropriate, more formal test papers may be used as a means of summative assessment, which supports learning and teaching.
- The PiXL Assessment system is used to enhance the accuracy of the judgements made, particularly in English and Maths, with the question-level analysis used to inform targeted intervention for learning.
- Further guidance upon weekly tests such as spellings and times tables can be found within the appropriate subject policy.

## **Roles and Responsibilities for Assessment**

### **Governing Body:**

- Monitor whole school attainment and progress data;
- Challenge School Leaders about implementation of initiatives to further improve pupil progress and attainment.

### **Head Teacher:**

- Hold teaching staff and the Assessment Leader to account for pupil attainment and progress through the evaluation of assessment data as well as performance management targets.

### **Assessment Leader (Deputy Head Teacher):**

- Hold teaching staff and Subject Leaders accountable for pupil attainment through the evaluation of assessment data and pupil progress meetings;
- Monitor and moderate assessment, and provide data analysis reports for staff and Governors;
- Ensure approaches to assessment are current, relevant and appropriate, and deliver training for staff.

### **Subject Leaders (Particularly English and Maths leaders):**

- Monitor and moderate assessment in their curriculum area, advising Phase Leaders and the Assessment Leader of key trends to be addressed or celebrated, including the progress and attainment of key groups, i.e. Pupil Premium, SEND, EAL, more able, lower attainers;
- Use data and pupil progress discussions to organise intervention groups in consultation with the Class Teacher and Assessment Leader – for which they also monitor the impact and feed back to the Assessment Leader;
- Implement the use of PiXL within their specific subject area, as appropriate;
- Source quality materials to support assessment in their subject area;
- Provide support and guidance for staff.

### **Teachers:**

- Frequently assess pupils and provide high quality written and verbal feedback (refer to St John's feedback policy), which progresses learning;
- Gather evidence in a range of forms, to support the judgements they are making about the knowledge, skills and understanding of pupils. This is to include a set of dated post-it notes which record specific examples of good quality writing for individual children; to be used for moderation purposes;
- Prepare and adapt planned learning opportunities in line with assessment outcomes to ensure appropriate progress for all pupils in the knowledge, skills and understanding outlined in the National Curriculum;
- Provide assessment information for pupils, parents and School Leaders, as required, including parent evenings and end of year reports;
- Update Pupil Asset objectives and summative judgements regularly, to record attainment and progress of pupils;
- Prepare data and other relevant information for pupil progress meetings, and act upon the outcomes of these;
- Implement through teaching, intervention and monitoring, the agreed 'certainties' for each year group, to ensure that all children (unless relative additional needs are identified) transition through school with these skills as a minimum;
- Report the targets, progress and attainment of pupils to parents/carers through parent conference evenings and annual written reports.

### **Teaching Assistants:**

- Facilitate the progression of pupil learning, as directed by the teacher;
- Frequently provide good quality written and verbal feedback for pupils (refer to St John's feedback policy), which progresses learning;
- Feed back to teachers verbally and by annotating planning, to inform them of the progress of pupils;
- Track progress and attainment of the pupils participating in the interventions that they deliver.

### **Parents:**

- Support children with home learning (refer to St John's home learning policy).

**Pupils:**

- Embrace learning, and endeavour to achieve and make progress, applying the skills for learning of the '4Rs';
- Reflect upon and respond to verbal and written feedback, and use this to enhance their learning;
- Provide careful, reflective feedback according to success criteria for their peers, when instructed to do so by the teacher.