



Assessment Policy

'Love bears all things, believes all things, hopes all things, endures all things.'

1 Corinthians 13:7

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Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Principles of assessment	3
4. Assessment approaches	3
5. Collecting and using data	5
6. Reporting to parents	5
7. Inclusion.....	6
8. Training.....	6
9. Roles and responsibilities	6
10. Monitoring	7
11. Links with other policies	7

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

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](#).

Principles of assessment

Assessment is an integral part of teaching and learning and serves several purposes.

- **Formative – Assessment for learning**
 - ✓ Provides information for the teacher to plan the next steps in children's learning
- **Summative – Assessment of learning**
 - ✓ Provides a snapshot in time of each child's achievements.
- **Diagnostic – e.g. SENNS / SPLD**

At All Saints, our philosophy of assessment means that it must:

- provide more detailed information about individual children's strengths and weaknesses
- has a purpose at every level for everyone involved.
- self and peer assessment is strongly encouraged to help pupils have ownership of their successes and for determining their own next steps in learning
- provide pupils with appropriate feedback on their learning from the formative assessments carried out by the teachers. (see Marking and feedback Policy)
- formative assessments are used effectively by teachers to plan pupils' next steps in learning identified so that pupils can make good progress.
- be used by teachers to ensure that pupils who need specific intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential.
- provide parents with a clear and accurate sense of their child's achievement and progress as well as areas where they can support progress.
- enable governors to use data to ensure the school is supporting pupils' learning effectively.
- provide data for leadership and governors to show how children are performing.

Assessment approaches

At All Saints, 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.

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 extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At All Saints, a wide range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- reference to assessment of milestones within Learning Journeys in reading, writing and maths
- making use of rich question and answers
- marking of pupils' work, particularly using pink (highlighting areas of success) and growing green (highlighting development/improvement areas)
- observational assessments
- regular short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment e.g. traffic lighting, editing own work, self-marking against agreed success-criteria
- peer marking
- pupil conferencing

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

There are three data collection points per year for **core subjects**:

- One summative assessment is undertaken each term; teacher assessment and formal tests are used (PIRA and PUMA for reading and maths)
- Teacher assessments using the school points tracker are made termly in reading, writing and maths; these judgements are supported by the pupil outcomes on summative tests and also the evidence provided in books.

- Writing Assessments take the form of one unaided piece of writing per term and on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing learning journeys.
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going teacher assessment during lessons and at the end of each unit is used to assess pupil attainment against new national curriculum objectives using the school skills ladders.

Reporting to parents

At All Saints, we have a well-established system for reporting to parents. This consists of:

- Autumn Term - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed. Termly reports are given to parents/carers at the end of this term.
- Spring Term - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations. Termly report is given to parents/carers at the end of this term, highlighting their child's progress to date.
- Summer Term – parents are invited to attend a third and final consultation evening where the child's progress is discussed in terms of age-related and personal expectations. Parents also receive a full written report which includes details of the child's achievements and progress for the academic year.

In addition, the school has an open-door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

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.

Training

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The headteacher will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

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

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

Monitoring

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the governing board.

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

The headteacher will monitor the effectiveness of assessment practices across the school, through:

- *moderation*
- *lesson observations*
- *book scrutinies*
- *pupil progress meetings.*
- *Learning walks*

Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures