

**Darwen St James'**  
C of E Primary Academy



**Assessment Policy**

**2021/22**

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### 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

- *All assessment should:*
- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can succeed
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these

- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil level
- enable parents to be involved in their child's progress

## 4. Assessment approaches

At DSJ 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 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

See appendix 1 for further explanation

See Marking and Feedback policy

### 4.2 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

See appendix 2 for Summative assessment information

**In DSJ we use PIRA/PUMA/GAPS as progress tests – termly summative assessment.**

**(PUMA may be replaced with Power Maths termly assessment)**

**In the summer term children in non SATs years complete the Rising Star Optional tests.**

### 4.3 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 Test in Year 4 (2021 optional/2022 mandatory)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 5. Collecting and using data

- Data is inputted on Target Tracker for years 1 – 6
- EYFS record next to the 7 areas of learning if a child is expected or not. This is not recorded on TT
- Data is expected to be on Target Tracker at the end of each half term.
- Pupil Progress meetings are held termly to discuss progress and next steps.
- We use data to inform planning, interventions and boosters.

## 6. EYFS Assessment

On entry to Nursery and Reception, our pupils are assessed using Baseline Assessment from the DfE. Results are used to inform planning, set targets and aid early identification of special needs. During Nursery and Reception, children will be assessed using the EYFSP which is based on the teacher's on going observations and assessments in the three prime and four specific areas. Each term, every child's developments and achievements are tracked and recorded using a whole class progress sheet.

- Termly pupil progress meetings give an opportunity for teachers to identify any children who are below expectations and then arrange interventions where necessary.

## 7. Reporting to parents

- We hold 2 formal parents evenings and one drop in evening each year.
- We write 2 reports a year, one in the spring term and one at the end of the year.
- Reports are written for each pupil and sent to parents/carers. The report outlines a pupil's progress in the core subjects of the National Curriculum. They also show progress for the foundation subjects.
- For children at the end of Key Stages 1 & 2, additional information including details of end of Key Stage outcomes are also provided. In Year One parents receive results of the Year 1 Phonics Screening. And once started, Year 4 parents will receive results of the Multiplication Test.

## 8. 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.

## **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 rigorously analysing assessment data

### **9.2 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

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed annually or when any assessment changes happen, by Laura Peckson. At every review, the policy will be shared with the governing committee.

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

Laura Peckson will monitor the effectiveness of assessment practices across the school, through:

Monitoring includes, but not exclusive to-

- Lesson Observations
- Book Scrutinies
- Peer Observations
- Pupil Interviews
- Pupil Progress Meetings
- Target Tracker

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy

## Assessment Policy – Appendix 1

### Formative Assessment

#### What is it?

*Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning. Strategy*

#### **Planning:**

Identifies valid learning and assessment objectives that ensure differentiation and progression delivery of the National Curriculum.

#### *Purpose*

Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.

#### **Sharing learning objectives with pupils:**

Pupils know and understand the learning objectives for every task.

Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keep teachers clear about learning objectives.

#### **Pupil self-evaluation and peer evaluation:**

Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process

Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.

#### **Feedback:**

Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written on a marking sticker.

Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.

#### **Target setting:**

Targets set for individuals, over time, for ongoing aspects – e.g. writing.

Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.

#### **Celebrating Achievement:**

Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos

Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

## What is it?

This is ‘snapshot’ testing which establishes what a child can do at a given time.

### Strategy

#### **Statutory Assessments:**

Pupils are statutorily assessed at the beginning of Reception (baseline), in Year 1 for Phonics Screening and at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using formative assessment.

#### **Baseline Assessments:**

Statutory assessments that take place in the first few weeks of Reception.

#### **End-of-Year Non-Statutory Summative Assessments:**

Summative assessments (tests) are given to pupils at the end of an academic year in years Y1, 3, 4 and 5. Classroom Monitor (school’s tracking system) is used to inform summative judgements in Reading, Writing and Mathematics alongside the tests taken.

#### **Assessment throughout the year:**

Evidenced Teacher assessment, using Classroom Monitor to support judgements Progress tests for core subjects.

#### **End-of-Key-Stage Teacher Assessment:**

In Years 2 and 6 teachers decide a level for each pupil’s attainment in the core subjects (English, Maths and Science), using the criteria

### Purpose

To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children’s performance. These assessments can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.

To establish pupils’ abilities at the beginning of YR, so that subsequent progress and achievement can be compared with, and measured against, expected norms. Progress from Reception to end of Year 6 will be measured using this baseline (First cohort 2022). Assessments can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.

To track attainment and progress. Support accurate assessment information for individual pupils. Identify provision required for the next academic year. Identify trends and key priorities. To provide information to parents and to the next year’s teaching team

To provide an opportunity to keep track of pupils’ progress and teachers’ expectations and to enable schools to monitor progress through summative means at different points in the year and key stage.

To provide information to parents and next phases of education.

of the level descriptions to make their professional judgements.