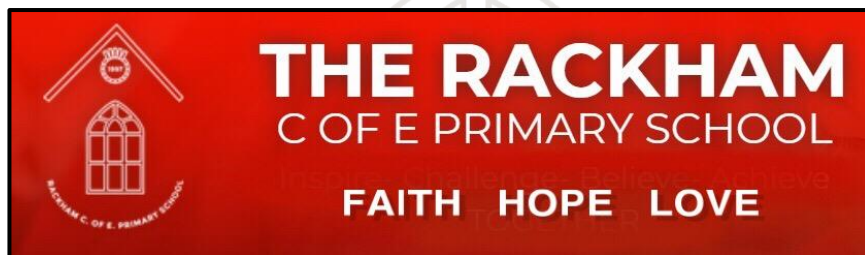


Rackham (CE) Primary School



Assessment Policy

Policy Number: SCH 011

Date: November 2018

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](#).

This policy complies with our funding agreement and articles of association.

Principles of assessment

Assessment lies at the heart of learning. It supports effective planning and teaching and provides a framework within which children's progress is understood, supported and monitored. Assessment is incorporated systematically into teaching; it helps teachers enhance their skills and judgements and enables the school to strengthen learning across the curriculum.

Assessment approaches

At The Rackham CE Primary School 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.

Assessment *for* Learning focuses on how pupils learn and helps them to know how to improve. It is a continuous process which embeds assessment at all points of the planning-teaching-learning cycle and is central to classroom practice. Assessment involves gathering information, making a judgement and planning the next steps. Children's prior knowledge is assessed to inform the teacher's planning, and during teaching, continuous assessment is made of how children's learning is progressing. This takes place in a variety of ways:

- Pre-assessment tasks. These are completed at the beginning of a learning unit and may consist of a "cold task" to assess prior knowledge and ensure that future teaching is pitched at the right level and that children make progress from their different starting points. At the end of the unit, the children complete a "hot task" to show progress, identify any remaining misconceptions/gaps and inform next steps.
- Learning objectives are made explicit in planning and are shared both verbally and in writing at the beginning of each lesson. Children write the learning objectives at the beginning of a piece of work and the work is

marked to these objectives.

- Monitoring of learning-teachers (and other adults) note progress to inform future planning and annotate planning accordingly. This can alter the course of a lesson, of the subsequent lesson or subsequent sequences of lessons.
- The use of a wide range of questioning techniques-open, closed, probing etc and methods to monitor understanding such as individual whiteboards, number fans, talking partners etc.
- Marking-teachers use marking to check progress against learning objectives. They use feedback to suggest steps for improvement, to ask questions to deepen or extend learning or to set extra challenge. (See Marking Policy for further detail).
- Self-assessment / peer-assessment-children are involved in the assessment of their own learning and that of their peers through a range of opportunities to comment on progress and understanding against success criteria including feedback comments and success criteria slips.
- Observations-teachers or other staff observe children's learning and record their progress against learning objectives and success criteria.
- Plenaries are used to encourage feedback and questioning from children, to address misconceptions and reinforce, embed and further their learning.

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. 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.

Assessment *of* learning evaluates student learning, skill acquisition and academic achievement at the conclusion of a defined period. We need to provide solid evidence of how children are attaining and progressing. The results of this summative information are also used formatively to adapt planning and teaching approaches and plan for intervention. This summative assessment takes place in a variety of ways:

- Non-statutory tests (NFER) are carried out once a term for reading and spelling in Years 3, 4 and 5. Results from these are analysed to inform subsequent teaching and learning. Year 6 will use these test periods and other opportunities to carry out practice KS2 SATs tests
- Half termly maths tests (Assertive Mentoring) are used in Years 1-5 alongside fortnightly maths Skills Checks.

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
- 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

Summative judgements are completed at three assessment points throughout the year (December, March and June)

and show the children's attainment in relation to Age Related Expectation (ARE), using the terms beginning, emerging, secure and greater depth.

Pupil progress meetings are held between class teachers and the head teacher or deputy head teacher at each assessment point. Prior to these meetings, data from the summative judgements is analysed by teachers and the head/deputy head teacher and areas for discussion are identified, such as children or groups making inadequate progress. At the meeting, each teacher has the opportunity to discuss their assessments and share evidence which supports this, discuss interventions and the impact they have had and plan for further support needed.

Reporting to parents

Parents are informed of their child's progress regularly throughout the year:

Early Autumn term	Open evening to visit the classroom and meet the teacher.
End Autumn term	Parent's meeting to discuss and review progress.
End Spring term	Parent's meeting to discuss and review progress and attainment.
End Summer term	Full annual report for YR-Y6 including achievement and effort grades plus general attitude and behaviour.

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 take account of the 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

Key staff members (e.g. headteacher, deputy headteacher, Y2 and Y6 teachers and core subject leaders) attend externally provided assessment briefings and all staff are updated when necessary and trained in good practice and on developments in assessments through staff meetings and inset sessions. Teaching assistants are provided with updates and training through timetabled meetings and CPD sessions with their line manager.

Roles and responsibilities

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.

The Headteacher/Deputy 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 are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed by the school assessment coordinator/deputy 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 school assessment coordinator/deputy headteacher is responsible for ensuring that the policy is followed.

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

- Moderation
- Lesson observation
- Book scrutinies
- Pupil progress meetings

Links with other policies

This Assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Examination contingency plan
- Marking and feedback policy

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher

Signed:

Date:

Chair of Governing body

Signed:

Date: