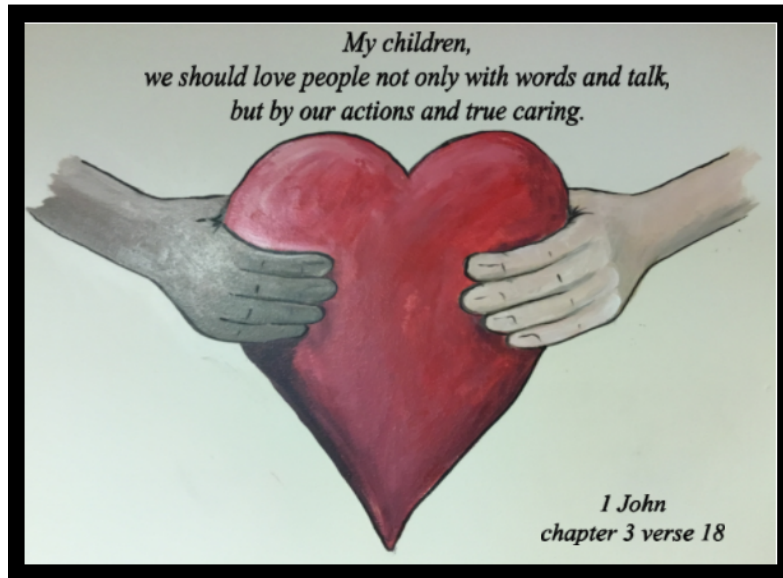




**ASSESSMENT POLICY**  
**ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY**



**VISION STATEMENT**

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

**ETHOS**

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

**CHRISTIAN SCHOOL VALUES**



## **PURPOSE**

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

## **AUDIENCE**

This document is intended to give a clear outline of the school's approach to Assessment to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

## **Policy Aims:**

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.

## **Principles of effective assessment in our school:**

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment

- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

## **SINGLE EQUALITY**

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

## **SOCIAL, MORAL, SPIRITUAL AND CULTURAL**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

## **TYPES OF ASSESSMENT**

### **FORMATIVE**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against Target Tracker.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives and success criteria*
- *Marking in accordance with the school Marking and Feedback Policy*
- *Teacher assessment of pupils' performance on task*
- *Teacher observation of pupils*
- *Teacher / pupil discussion and questioning (including higher order questions)*
- *Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment.*
- *Teacher assessment of pupils' written work*
- *Pupils' performance in formal assessments – Rising Star Assessment Materials; PIRA, PUMA and GAPS. Year 2 and 6 also use SATs papers from previous years.*

### **DIAGNOSTIC**

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs IEP's / EHC Plans
- Informs teachers' planning.

## **SUMMATIVE**

Formal summative assessments occur three times a year. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for reading, writing and maths are recorded using Target Tracker and are recorded formally three times a year. Assessments within foundation subjects are recorded at the end of the topic taught, this is either half termly or termly. Currently foundation subjects are not recorded using Target Tracker but using our own internal tracking system. Subject Leads receive this information either half termly or termly and are able to identify the children who have achieved, not achieved and over achieved the objectives set against the topics taught. From this information Subject Leads are then able to internally investigate any concerns within the subject areas.

## **EVALUATIVE**

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

### **Using the outcomes of assessment**

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

## **JUDGEMENTS**

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- Three times throughout the year external moderation for Writing – School Improvement Group within BwD. All year groups meet together to externally moderate each other’s writing assessments.
- Standards meetings (within staff meetings) are set throughout the year to internally review core subjects and the creative curriculum.
- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a ‘best fit’ judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the core key indicators needed.

Judgements are:

**Secure / Entering:** Starting to demonstrate some of the features of this year group’s expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Entering +/Developing:** Demonstrating more of the features of this year group’s expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Developing+ / Secure:** Demonstrating most of the features of this year group’s expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

**Secure +:** Demonstrating all of the features of this year group’s expectations in depth. This includes all key learning indicators and learning is embedded and the child is deepening his/her understanding. Attainment is secure and meets all expectations for the year.

**To be working at Age Related Expectations (ARE) by the end of the year a child should be working within Developing + / Secure. A child working at greater depth will be Secure +.**

It is *possible* that one specific statement identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the ‘ARE’ judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed through moderation.

When children achieve an ARE judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

**MONITORING** ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (half termly)
- The pupil tracker – ‘target tracker’ – updated half termly and formally each term
- Monitoring pupils’ work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

**EVALUATION** ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

**MODERATION** confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.

## **RECORDING**

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

### **Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

### **Formal records include:**

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile
- Rising Star Assessment Tool – PIRA,PUMA and GAPS
- 

### **REPORTING**

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Headteacher is sent to parents twice a year; the main report at Easter with a Summary Report at the end of the year.
- Verbal reports are given to parents during the Autumn Term Parents Meeting and during the year as and when required.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- Formal home / school agreements are used for specific children where a more formal approach is required in order to support the child. These discussions take place every 6 weeks and consist of a group approach consisting of the teacher, the parent, INCo (if required), Behaviour Lead (if required), Pupil Wellbeing (if required).
- Written reports will be completed by the class teacher and endorsed by the Head Teacher. An opportunity for parental discussion will be arranged. Reports will include achievement (working alongside side ARE) and effort gradings in all subject areas, with more narrative provided in the core areas and RE.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

**Reporting to governors:** Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. chd in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, DHT, School Advisor etc.
- Access to ASP and Primary School Profile pages

**Reporting to the LA/DfE:** the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes

- Y1 Phonic outcomes
- End of KS1/2 outcomes

**Transition:** it is important that accurate assessment information is transferred with children when they change teachers and/or school. At St Luke and St Philip’s School this involves:

- During the Summer Term all children have the opportunity to spend 3 mornings with their new class teacher.
- Lengthy discussion with the previous teacher discussing the whole child - academic and otherwise.
- Both the Pupil Wellbeing, INCo and Behaviour Lead discuss children of concern with the new class teacher.

### **RELATED POLICIES**

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Assessment Calendar

Policy reviewed: January 2022

Policy reviewed by : Miss S O’Connell

Agreed by Governors: \_\_\_\_\_

Next review date: January 2024

### **CALENDAR OF SUMMATIVE ASSESSMENT**



	Assessment	Uses	Persons responsible
Sept / Oct	EYFS Baseline	To create a measurable baseline from which to measure children's progress	<b>EYFS staff</b> – this information needs to be collated and shared with Head.
October	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	<b>Class teacher and Head teacher</b>
	Informally - Half Term and Formal - Termly Target Tracker Review	To update individual's Target Tracker statements using evidence	<b>Class teachers</b> to be collated and shared with head – Target Tracker updated
	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>Parents</b> .
November	ACHIEVEMENT COMMITTEE	To share pupil attainment and progress with Governors. Governors ask challenging questions to the Head, regarding data.	<b>ACHIEVEMENT Committee</b> and <b>Head Teacher</b>
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to –date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
December	End of Term Target Tracker Review	To update individual's Target Tracker records using evidence (Formal Assessment)	<b>Class teachers</b> to be collated and shared with head so Target Tracker can be updated
January	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are on track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to –date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
February	Informal Half-Termly Target Tracker Review	To update individual's Target Tracker Statement records using evidence	<b>Class teachers</b> to be collated and shared with head so Target Tracker can be updated
	ACHIEVEMENT COMMITTEE	To share pupil attainment and progress with Governors. Governors ask challenging questions to the Head, regarding data.	<b>Achievement Committee</b> and <b>Head Teacher</b>

<b>March</b>	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> .
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to –date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
<b>April</b>			
	End of Term Target Tracker Review	To update individual's Target Tracker statement using evidence	<b>Class teachers</b> to be collated and shared with head so Target Tracker can be updated
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to –date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
<b>May</b>	ACHIEVEMENT COMMITTEE	To share pupil attainment and progress with governors. Governors ask challenging questions to the Head, regarding data.	<b>Achievement Committee and Head Teacher</b>
	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	<b>Head Teacher</b> (alongside <b>Y2 and Y6 staff</b> ). Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
	Informal Half-Termly Target Tracker Review	To update individual's Target Tracker Statement records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>June</b>	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	<b>Head and Deputy-Head Teachers</b> Results need to be formally shared with <b>Parents</b> and updated to relevant authorities.
	EYFS Profile	To give a summative end to the children's reception year	<b>Reception Teacher</b> Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .

<b>July</b>	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are on track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teachers</b> are expected to bring relevant up-to –date data for their class to a meeting with the head. Inclusion manager involved in meeting to suggest 'closing the gap' strategies.
	End of Year Target Tracker Review	To update individual's Target Tracker Statements using evidence	<b>Class teachers</b> - to be collated and shared with head so Target Tracker can be updated and then passed on to the new class teacher / school
	Achievement COMMITTEE	To share pupil attainment and progress with governors. Governors ask challenging questions to the Head, regarding data.	<b>Achievement Committee and Head Teacher</b>
	IEP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> .
	Core Subject Data Analysis and Summative Report to Governors	Literacy and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	<b>Literacy and Maths Subject Leaders</b> to share with <b>Governors</b> at final Governors Meeting.

### List of abbreviations

- IEP Individual Education Plan
- EHC Education, Health and Care Plan
- SLT Senior Leadership Team
- EYFS Early Years Foundation Stage
- TA Teacher Assessment
- NC National Curriculum

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

ASP Assessment School Performance