

Assessment Policy



Signed:

Headteacher

Dated: September 2023

Date of Next Review: September 2026

Rationale

The purpose of this policy is to support the continual school improvement and the raising of standards in attainment and achievement for all our pupils. In line with the school mission statement we strive to ensure that all are able to 'Thrive and achieve in a caring Christian community'.

Assessment is a key professional requirement for teachers as outlined in the Professional Standards for Teachers (Sept 2012).

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at St Stephen's Church of England First School
- Provide clear guidelines for the implementation of the policy
- Define clear responsibilities in relation to assessment

The core standards related to assessment (which apply to teachers on the main scale) state that teachers should:

- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions (Teaching)
- Be accountable for pupils' attainment, progress and outcomes (Progress and outcomes)
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these (Progress and outcomes)
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (assessment)
- Make use of formative and summative assessment to secure pupils' progress (Assessment)
- Use relevant data to monitor progress, set targets, and plan subsequent lessons (Assessment)
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback (Assessment)

Assessment

All assessment should:

- Enable pupils to make progress in their learning
- Relate to shared learning objectives and targets
- Be underpinned by the belief of all staff that every child can make progress
- Help all children to demonstrate what they know, understand and are able to do
- Include reliable judgements about how pupils are performing, related to national standards
- Involve teachers and pupils reflecting on assessment information
- Provide feedback which always celebrates success and provides useful next steps
- Enable teachers to plan effectively
- Enable all stakeholders to evaluate the effectiveness of the school as a whole
- Enable parents to be involved in their children's learning

Roles and Responsibilities

Teachers:

- Teachers and teaching assistants are responsible for carrying out formative and summative assessments and reporting in line with the Teaching Standards, already referred to.

Headteacher:

- Holding all staff to account for the progress made by all of the children.
- Providing support and resources to ensure that all staff are able to deliver a curriculum which enables everyone to make progress.
- Monitoring and reporting on standards across the school.
- Analysing the progress of all pupils and groups of pupils.
- Prioritising resources to address underachievement or poor progress.
- Reporting to governors on all aspects of pupil progress and attainment, including current standards and trends over previous years.

Subject Leaders and Key Stage Leaders:

- Ensuring all staff are familiar with assessment procedures and policy.
- Ensuring that assessment of individual pupils are being carried out, recorded and shared with staff and parents according to the policy.
- Monitoring standards across their subject/Key Stage and reporting to the Head teacher and school governors.

Day to day assessment

As part of their day to day practice teachers make a range of assessments of pupils' learning using assessment for learning strategies. These assessments help teachers to ensure that individual pupils' needs are being met and to ensure that the overall level of challenge in lessons is appropriate.

As a result of these assessments teachers will make changes as lessons progress and to their weekly and termly plans. This will ensure that gaps in pupils' learning are addressed and that pupils who have met the success criteria continue to make progress in all lessons.

Good assessment includes teaching children to assess their own progress towards learning goals and against success criteria. It is expected that regular time will be given in lessons for pupils to receive feedback from teachers and to review their learning.

Where teachers assess tasks completed in books away from the classroom (marking), there should always be comments that highlight pupils' successes and give them an understanding of what they need to do next. (See Marking and Feedback Policy)

There should be a link between teachers' assessments and subsequent planning showing how plans have been made in the light of assessment.

Assessment Procedures

An Assessment timetable is produced annually by the headteacher. This is stored on the global network and clearly indicates important dates in the assessment cycle.

Whole school tests are done each term. These are currently: the Hodder Education PUMA (Progress in Understanding Maths Assessment) and the Hodder Education PIRA (Progress in Reading Assessment). These generally take place towards the end of each term.

A spelling assessment (Hodder Diagnostic Spelling Test) is completed by annually by Years 1 to 4 in January.

Data collection points and pupil progress meetings are detailed on the Assessment timetable and Class teachers complete the English and Maths Assessment Grids and foundation subject assessment grids stored on the Global network throughout the term and by these points.

Dates on the timetable must be adhered to and no data must be changed after the final data collection in June.

Pupil progress meetings are held termly with either the headteacher or key stage leader. Outcomes of pupil progress meetings are stored on the global network in the Cohort file and the attached format is used for the meeting

Relevant year groups will take part in national testing, currently:

- Reception Baseline testing
- Year 1 Phonic screening
- Year 2 Phonic screening (if not passed in Y1)
- Year 4 Multiplication Tables Check

Moderation

Teachers will regularly take part in moderation exercises together and across local partnerships of schools to ensure that within the school there is consistency of practice and across local schools. The school may receive a moderation visit from the Local Authority.

Individual teachers will also be asked to undertake moderation exercises with the Senior Leadership team (especially for end of Foundation Stage, Year 2 and Year 4 assessments) to ensure that national standards are being applied consistency.

Reports

All test and assessment results can be discussed with parents at parent interviews or when necessary. This discussion should include clear guidance on targets for pupil improvement and how these can be supported at home.

Annual written reports for parents are produced in the Summer Term. These include effort and attainment grades for core subjects. Parents are able to arrange to discuss the written report if they wish to do so.

Records

Class teachers will keep assessment records. Class data is also stored on the Global area of the school computer network. Individual pupil data is confidential and is only shared between school staff and with the child's carer/parent. Permission is always sought from the carer/parent before information needs to be shared with professionals outside school.

Some assessment data may also be held in the child's folder held securely in the school office.

Transition

Sharing accurate and detailed information at every stage of transition is key to ensuring that pupils' continue to learn and make progress as they move from class to class and school to school.

For transitions within school, face to face meetings and data sharing will take place in staff meetings at the end of the Summer Term.

For transition to middle school at the end of Year 4, the year 4 team will participate fully in locally organised transition arrangements. This will include administering assessments, providing accurate data, attending moderation meetings and attending information sharing sessions.

If a pupil leaves the school other than at the end of Year 4, their CTF (Common Transfer File) will be uploaded to S2S (School to School) and paper files will be sent by post.

All reports, results, records and papers that are kept in school are available to the parents/carers of each pupil.

Pupil Progress Meetings- Year 20xx Term x Date ddmmyyy

Class teacher							
Year Group							
PUMA							
	Whole class	Boys	Girls	PP/FSM	SEN	EAL	Highest scores *
Standardised Score							
PIRA							
	Whole class	Boys	Girls	PP/FSM	SEN	EAL	Highest scores *
Standardised Score							

* Five highest scores and initials of children achieving them (this might be more than five children)

	Target	% met ARE July 20xx	% on track to meet ARE by end of year December 20xx	% on track to meet ARE March 20xx	% on track to meet ARE June 20xx
Maths			Boys: Girls: Whole class:		
Reading			Boys: Girls: Whole class:		
Writing			Boys: Girls: Whole class:		
Phonics			Boys: Girls: Whole class:		
GLD			Boys: Girls: Whole class:		

	Target	% exceeded ARE July 20xx	% on track to meet ARE by end of year December 20xx		% on track to meet ARE March 20xx	% on track to meet ARE June 20xx
Maths			Boys: Girls: Whole class:			
Reading			Boys: Girls: Whole class:			
Writing			Boys: Girls: Whole class:			

MATHS Whole class	SEN	EAL	PP	Group
	(add initials of pupils in this group)	(add initials of pupils in this group)	(add initials of pupils in this group)	Names (Initials)
Who is not on track to meet ARE?				
What is being done to put them back on track?				

READING Whole class	SEN	EAL	PP	Group
	(add initials of pupils in this gp)	(add initials of pupils in this gp)	(add initials of pupils in this gp)	Names (Initials)
Who is not on track to meet ARE?				
What is being done to put them back on track?				

WRITING Whole class	SEN	EAL	PP	Group
	(add initials of pupils in this gp)	(add initials of pupils in this gp)	(add initials of pupils in this gp)	Names (Initials)
Who is not on track to meet ARE?				
What is being done to put them back on track?				

Definitions

ARE	Age related expectations
PP	Pupil premium
SEN	Special Educational Need
EAL	English as an additional language