

St. Peter's C of E Primary & Nursery School



ASSESSMENT POLICY

Policy updated: Spring 2024
Policy review: Spring 2027

'Unlocking the gates to a lifelong love of learning and faithfulness'

St. Peter's Vision Statement:

At St Peter's C of E Primary School, the growth and development of children and adults is central to everything we do. As a church school, we aim to serve and take care of our community by providing an education that inspires every child to be the best they can be. This is within a framework that is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer to all our school community.

We are a TAKE CARE school.

Everyone will take care of themselves - practicing mindfulness and being mindful of their own well being

Everyone will take care of others in their speech and actions. They will be mindful of others.

Everyone will take care of the school - its fabric and reputation.

Everyone will take care of the community through their actions.

Everyone will take care of the wider world through acts of charity.

Our 'Beyond Expectation' attitudes:



Be kind

Be positive

Be respectful

Be forgiving

Be courageous

Be trustworthy

Be yourself!

These Christian values underpin all that we do in school so that our children may live out the Vision of the school.

EQUALITY, DIVERSITY AND INCLUSION STATEMENTS

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Entitlement

It is the entitlement of every child at St. Peter's C of E Primary & Nursery School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Principles of assessment are:

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books; as annotations on the planning sheets or the children's own books.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests for the end of Key Stages 1 & 2 which take place in May. In addition, Progress in Reading Assessment (PIRA), Progress in Understanding Maths (PUMA) and Grammar, and Punctuation & Spelling (GAPS) tests which are administered at the end of November (Autumn), the end of March (Spring) and the end of June (Summer).

Some summative assessments may also be made at the end of a unit of work.

Summative tests help teachers make end of key stage assessments and are also of use in determining the overall attainment for pupil records.

If a pupil is absent for one of the summative assessments, every effort must be made to administer it at the earliest opportunity. Statutory assessments are carried out according to the administrative bodies' guidelines.

Key Stage Two pupils who are working at or just below the expected standard in reading are assessed on a daily basis using the Reading Plus program.

The results of summative tests alone should not be used to determine the attainment of a child. Work samples in pupil's books and formative assessment should also be used to determine Teacher Assessments.

Regular times-tables and spelling tests take place in class lessons and Read, Write Inc sessions (spellings) in Key Stage One.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo, Bettina Houghton.

Evaluative: Informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Assessment for Learning or Formative Assessment

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

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To achieve this at St. Peter's C of E Primary & Nursery School we:

- evaluate pupils learning to identify those pupils with particular needs (e.g. dyslexia, dyscalculia, the more-able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- incorporate both formative and summative assessment opportunities in medium and short term planning
- Formally assess reading, writing, GaPS, speaking and listening and maths on a termly basis and make relevant comments about pupils' progress, especially those working below or above the national average
- use Assessment for Learning strategies such as:
 - working walls
 - individual and class targets
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - creating a positive learning environment through the use of display and classroom organisation
 - learning journey – children know what is next

Formal Summative Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system, that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at St. Peter's C of E Primary and Nursery School will include:

- Termly summative assessments at the end of November; at the end of March and at the end of June, in maths and reading using the summative PiRA and PUMA tests in all years at Key Stages 1 & 2, alongside work in pupil's books and formative assessments to determine pupil levels
- National SATs assessments are undertaken by all pupils in Year 6 in May.
- Half termly writing assessments
- In the Foundation Stage, all children are formally assessed according to the Early Years Foundation Stage Baseline Profile on entry into Foundation Stage 2.
- Assessments in the Foundation Stage are on-going and take place through observations. All observations are judged against the Early Years Foundation Stage Early Learning Goals although there is no statutory requirement to formally record such observations.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the children in the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation and careful planning.

To achieve this at St. Peter's C of E Primary and Nursery School we:

- follow the Formal Summative Assessment cycle
- input assessment data onto the EAZMAG system half termly
- complete termly attainment tracker documents which are reviewed at the Professional Dialogue meeting
- have termly Professional Dialogue meetings between the head and class teacher to discuss Attainment and Progress
- use information to identify percentages of children working at each 'level' within a cohort e.g. below, entering, developing, secure or secure+ (see EAZMAG grades)

- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able; those with special educational needs; those who receive Pupil Premium funding and those who have English as an additional language (EAL).
- set cohort targets for maths and English and share information with head teacher, assessment coordinator, SENCo, subject leaders and governors
- work with colleagues both in school and at nearby schools to moderate and level writing
- pass cohort data and analysis to next teacher

As a result of good assessment procedures:

Teachers will know:

- where the pupils are starting from
- if all pupils have understood what has been taught
- if all pupils are making the progress expected to reach their targets
- if children are making sufficient progress in order to achieve the expected standard for their age: if pupils can apply their skills, knowledge and understanding across the curriculum
- which pupils need more help and in which areas
- which pupils require extension work and ensure that planned activities are well-resourced and staff are sufficiently competent to impact upon the progress that children make
- how teaching and learning can be modified and improved both during the delivery of the lesson and in the future

The SLT will know:

- if pupils are making the progress required for them to reach or exceed their targets
- if there are any problems
- if the progress of the children in the school is in line with the school targets set with the LA
- how St. Peter's C of E Primary and Nursery School compares with other similar schools locally and nationally
- what aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children

Parents and carers will know:

- how much progress their child is making and whether they are working at the national age-related expectation
- if their child has any specific problems.
- what the school is doing to help their child if he or she has specific problems.
- what they can do to help their child to make progress.
- how to support their child's learning at home and take responsibility for this

The Governing Body and LA will know:

- how St. Peter's C of E Primary and Nursery School is performing in terms of progress/attainment in relation to national expected standards at the end of the EYFS (ELGs), Key Stage One (teacher assessments) and Year 6 (Key Stage Two SATs).
- the attainment in the school in terms of the Expected Standards and teacher assessment at the end of KS1 and KS2.
- how St. Peter's C of E Primary and Nursery School compares with similar schools.
- if the priorities of the LA's education development plan are being met

National Curriculum assessments (SATs)

End of Key Stage 2 NC assessments (SATs) and Key Stage 1 teacher assessments are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team analyse the SATs results and teacher assessments and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

Pupil progress across the school, from Years 1 to Year 6 is tracked using the EAZMAG program. Staff are expected to analyse results in consultation with the Senior Leadership Team.

Attainment is recorded on EAZMAG for pupils in the EYFS in September and July only.

Assessment in the Foundation Stage

The EYFS Early Learning Goals summarise and describe children's expected attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

The EYFS teacher must complete the EYFS Baseline Profile for each child who will be 5 years old on, or before, 31 August. The class teacher will make profile judgements based on cumulative observational evidence recorded over the course of the year. These judgements do not need to be formally recorded until the end of the academic year.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

EYFS ELGs – end of year
Results of summative tests
Teacher's planning including annotations on planning at the end of the lesson
Children's work
Teacher's notes e.g. significant outcomes
Times Table Rock Stars online data
Teacher's mark books (if used)
EAZMAG data
End of year Pupil Summary Record sheet
Home /school reading records which are monitored regularly

The progress of children receiving extra support, is monitored by the class teacher; the teaching assistant who is delivering the support and the school SENCo.

The above records enable the class teacher to assess the progress made by each child, and identify any gaps in the pupil's learning, and are an important part of the formative assessment needed for future planning.

Verbal assessment will be used to:

- Make lesson aims and objectives explicit.
- Check oral understanding of pupils.
- Use a variety of different types of questioning to enable pupils to self assess.

When teachers use a range of open and closed questions, they will,

- Provide opportunities for pupils to explain their thinking to each other on pairs, groups or as a class using appropriate technical vocabulary.
- Use the plenary to check understanding, develop the concept taught and reinforce learning.
- Use pupil interviews and discussions to enable pupils to know what to do next to continue making progress.
- Provide opportunities for pupils to review their achievements.
- Respond to pupil's work using live marking where possible.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

Parents receive a written report at the end of each academic year. In KS1 and KS2, this comments on the child's academic attainment and progress in the core subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, emotional and social skills, and overall attitudes towards learning.

SATs results are included in the reports of children in Year 6 and pupils in Years 1, 2, 3, 4 and 5 receive information about whether they are working at the Expected Standard, below or above.

Parents of children in the Foundation 1 and 2 classes receive a report based on the EYFS Early Learning Goals. Parents are offered the opportunity to discuss their child's report with the class teacher although there is no formal 'parents' evening in the summer term. Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times during the school year.

The Role of the School Assessment Leader

- formulate the school's assessment policy in consultation with staff and governors
- review the policy regularly in the light of statutory requirements
- provide support and guidance with assessment and keep up to date with current information
- resource school with relevant tests and update assessment cycle
- highlight pupils who have made no progress or are working below age related expectations
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals (FSM), Pupil Premium (PP), gender, SEN, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

The Role of the SENCo

- plan interventions in response to the analysis of results
- produce timetable for the TAs to deliver these interventions
- Follow the 'Assess – Plan – Do – Review' cycle in consultation with class teachers and TAs

Moderation: Reading, Writing and Maths

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At St. Peter's C of E Primary and Nursery School:

- All teaching staff will be involved in the moderation of work. Findings will be reported to governors on a termly basis through the use of Monitoring Summary Reports
- we will participate in moderation schemes in the Local authority, where available
- we will moderate writing and maths with local schools in the area

Monitoring and Evaluation

Assessment, recording and reporting procedures will be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed.

The Senior Leadership Team (HT and ST) will monitor children's work samples on a termly basis. This will include the monitoring of assessments.

A staff meeting will be held at least once a year to evaluate the success and usefulness of the procedures in the Assessment Policy.

Please refer to the Monitoring and Evaluation Policy for more details.

Special Educational Needs

When assessment indicates that a child may have special educational needs, the SEN co-ordinator, Bettina Houghton, is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEN Policy.

Class teachers are responsible for planning for children with Special Educational Needs with advice and support from the SENCo, and for monitoring attainment and progress.