



Ashton St. Peter's Church of England Voluntary Aided Primary School

Assessment Policy

Ratified in September 2021

Update in September 2022

Rationale

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual and/or group needs.

Assessment is a continuous process that provides information on the achievements of a child in relation to clearly defined National criteria.

Aims

Our aims in assessing children are:

- To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children.
- To ensure continuity and progression for children's learning within and across year groups.
- To enable the school to benchmark the quality of its provision against that of other schools locally and nationally.
- To provide parents/carers with the information they need about their child's learning in order that they can support them effectively at home.
- To provide information for governors, the LA, Ofsted, future schools, other outside agencies and anyone else who supports the child's learning.
- To enable teachers and children to celebrate individual strengths and achievements but not to confirm failure.
- To identify individual needs and set appropriately challenging targets for future learning.
- To enable school staff to check on and support on-going improvement in teaching standards and pupil achievement to ensure good value for money across all areas of teaching and learning.

Assessment should be:

- part of everyday teaching;
- realistic and manageable ;
- a continuous process ;
- achieved by a cumulative process ;
- carried out in a familiar and supportive environment so that the child can provide the best evidence of what he/she can do;
- planned for across the curriculum and throughout the year;
- carried out, formally and informally, through observation, discussion, work sampling, specifically designed activities at planned times during the year, Early Years Foundation Stage Profile and Statutory tests;
- recorded on internally agreed formats ;
- shared with the children and parents as appropriate.

Formative Assessment (assessment *for* learning)

Formative assessment takes place on a daily basis and involves the use of assessment in a range of day-to-day classroom-based activities to raise pupil attainment and aid their progress.

Formative assessment procedures are used to identify the achievements of pupils during lessons; these assessments may involve:

- targeted questioning;
- observing and listening to pupils as they learn;
- discussing learning with pupils to elicit their understanding;
- marking pupil's work.

Findings are noted and used to ensure that future teaching is designed specifically to meet the current learning needs of the children.

All lessons are planned with specific, clear objectives and success criteria may be used (created by adults and pupils) to help identify progress that has been made and identify the direction that new learning will take.

Summative Assessment – Assessment of Learning

Assessment of learning involves making a judgement of pupil's attainment at a given point in time and, where appropriate, comparing the judgement against local and national expectations and outcomes.

Assessment Week

Assessment weeks are held during the second half of each term. During assessment week, pupils are tested through a range of age appropriate, formal assessments, which may include:

- Progress in Reading (PiRA) tests
- Progress in Understanding Mathematics (PUMA) tests
- Essential Letters & Sounds phonics assessments
- Times table and number bonds assessments using Times Table Rock Stars & NumBots
- Unaided writing tasks

Termly Teacher Assessments (EYFS)

Each term, the class teacher makes a judgement about how children are progressing against the Early Learning Outcomes:

- **Birth to 11 months;**
- **8 – 20 months;**
- **16 to 26 months;**
- **22 to 36 months;**
- **30 – 50 months;**
- **40 to 60+ months;**
- **Early Learning Goal.**

Children are assessed as **Emerging**, **Secure** or **Exceeding** each of these outcomes, e.g. **40-60+ Secure**.

Our Tapestry tracking system uses children's dates of birth to help staff assess children's attainment and progress based on their actual age.

Termly Teacher Assessments (Years 1 – 6)

Each term, class teachers make a judgement about how children are progressing against National Curriculum objectives. A judgement is made only against the objectives that have been covered.

Children are assessed as:

- **Working Below** the standard of objectives covered (pupils are assessed against objectives from previous year groups);
- **Working Towards** the objectives covered;
- **Working At** the standard of the objectives covered;
- **Working at a Greater Depth** than the objectives covered.

Assessments are entered into our system termly and tracked over time, so that trends can be explored and children falling behind can be identified quickly.

Under this system, a child who is keeping up with all of the classroom learning, will always be assessed as 'Working At'. If a child's assessment changes, it shows that there are either making accelerated progress or they are making less than expected progress. Children whose assessment changes are discussed at termly data meetings with the Headteacher.

Teachers are accountable for using assessment data given to them to plan for progression.

Statutory Testing

Statutory testing takes place in accordance with DfE guidelines for the Early Years Profile, Year 1 Phonics Check, Year 2 Phonics Recheck, Year 2 SATS, Year 4 Multiplication Tables Check and Year 6 SATS.

Assessment Procedures within the Early Years Foundation Stage

Within Early Years we use Tapestry to track individual progress throughout the year.

In Reception, each member of the team is responsible for monitoring the progress of the children in their key worker group but overall monitoring is the responsibility of the teacher.

In-house Baseline assessments are implemented within the first few weeks of the Autumn Term and are linked to the Early Years Framework. Regular observations and assessments are made in order to track children's learning and inform future planning. The Early Years staff make effective use of planned and unplanned observations that lead to assessments of the children's needs and achievements in all curriculum areas.

Using Tapestry, parents are able to upload observations at home, adding to the staff's understanding of the child's abilities as a whole.

Inclusion

Assessment at Ashton St. Peter's is designed to be fair and fully inclusive, catering for the individual and diverse needs of all pupils.

Accuracy and Consistency

In order to maintain accuracy and consistency in assessment, Ashton St. Peter's carry out the following:

- Unaided writing that is assessed and moderated at a national level (Comparative Judgement)
- Moderation with other schools, organised locally;

- Moderation courses and events organised by Central Bedfordshire Council for schools across the county;
- Central Bedfordshire Council moderation visits.

Pupil Involvement

Pupils are encouraged to become active participants in their own learning, and the learning of others, through the use of both self and peer assessment.

Marking and feedback is given verbally or in written form to pupils. This may occur during the lesson or afterwards. Pupils are given time to read and respond to marking in lessons, clarifying misconceptions and taking actions against their next steps.

Reporting the Parents and Carers

We believe that it is important to keep parents and carers fully informed of their child(ren)'s attainment and progress in school. This is done through:

- Parent Consultation Evening – these are held in the Autumn and Spring terms and give parents and carers an opportunity to look at their child(ren)'s work and discuss progress and attainment with class teachers.
- Annual Reports – these are issued in July and include an overview of children's attainment, progress and attitude to learning. Teacher comments provide additional, supporting information about specific, relevant aspects of children's learning.
- For pupils taking statutory assessment, additional reports are issued to parents informing them of their child's achievements in these tests, plus national comparison data.

Reporting to Governors

Termly reports are produced for Governors by the Headteacher and Deputy Headteacher, detailing the progress and attainment of pupils in all year groups, as well as key groups of children. Through these, Governors have access to the key statistical data required to gain a clear understanding of progress and attainment at the school, so that they can ask questions and offer challenge.

The Governor responsible for Pupil Premium and SEND meets termly with the relevant staff to discuss attainment and progress for these key groups of children.

Review Procedures

The School's policy will be reviewed when:

- Annually September 2022
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Headteacher

Date: September 2021