



St James CofE Primary School

Assessment Policy

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Our vision for assessment

We believe in the statement that **all forms of assessment should be used to improve teaching and learning.**

At St James C of E Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know what they need to do to improve.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, checking of pupils' work (see feedback policy); low stakes quizzing, checking for understanding and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. It informs catch up sessions for children requiring immediate intervention to address misconceptions (using green pen). For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Marking and feedback

Marking and feedback is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs.

Feedback indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on, with a clear, individualised next steps action or question. This can be written or verbal. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

(Please see Feedback Policy)

Local In-School Summative Assessment

Local summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

In Maths, teachers use STAR assessments, Power Maths end of unit assessments and past SATS papers, alongside other bespoke assessment material, to provide evidence of

achievement against the curriculum objectives. In Reading, teachers use STAR assessments, phonics assessments and past SATS papers to record progress and achievements against the national curriculum objectives. They will also test children's spelling of common words from the national curriculum lists. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary.

We expect teachers to keep logs (Excel) detailing the results of mini tests given within the classroom. The purpose is to use this information formatively, to inform the next steps in each child's learning, to identify whole class areas of concern, and to help identify children performing above or below national expectations. During termly pupil progress meetings, teachers should use this information to inform line managers of children who require additional support, so that support can be provided in a targeted and timely fashion.

The content of the log will be as follows:

- Maths - results of mini unit tests (Power Maths), results of any arithmetic tests, results of weekly x tables tests/rapid recall tests
- Literacy - results of weekly spelling tests, termly grammar tests, any mini comprehension tests
- Science - end of unit tests

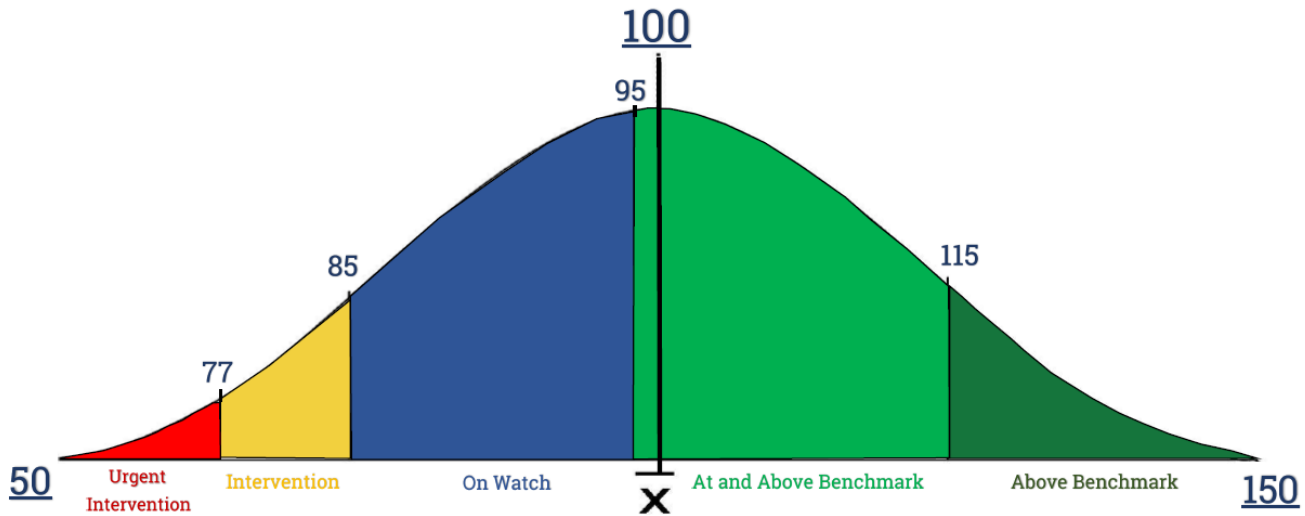
Children will be given formal tests in the core subjects of Mathematics and Reading at least three points in the school year (STAR can be used up to 6 times), in addition to a baseline assessment. September testing provides a baseline for the year so that teachers understand children's starting points and can plan for relevant learning and know what to prioritise.

The EEF states: *Robust baseline assessments, including those used for diagnostic purposes, can provide a useful picture of what a child knows or can do at a certain point in time, as well as gaps in their learning. This information should be used to inform subsequent teaching and learning activities. Without good baseline assessment - a strong starting point - it is impossible to measure progress well: if you don't know where someone started, knowing whether their end point represents 'good progress' or not is not feasible.*

Other tests at different points provide data to identify whole cohort progress and also children who need further support and intervention. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. For reading and maths, we use the STAR standardised tests. We are confident of their robustness as they are drawn from a large sample size. The results of the tests are reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 115 will be deemed to be working at national standard.

Children falling between 85-95 will be deemed to be just below and 'on watch.' Children scoring above 115 will be deemed to be working above or at greater depth. Scores below 85 will be a way of identifying children falling significantly below so interventions and any catch up work can be put in place.



See Appendix A for Assessment Timetable.

Summative judgments of writing

In order to show children's true development in writing, we encourage an independent write following a scaffolded piece of writing. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. During the termly assessment cycle (Autumn, Spring and Summer), teachers will select a range of independent writing to base their assessment on. They will then use the writing progression document to provide a summative judgement of writing at three points in the year.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments

At the end of Year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard
- The pupils will also sit tests, which will consist of:
 - English reading Paper 1 – combined reading prompt and answer booklet
 - English reading Paper 2 – reading booklet and reading answer booklet
 - English grammar, punctuation and spelling Paper 1 – spelling
 - English grammar, punctuation and spelling Paper 2 – questions
 - Mathematics Paper 1 – arithmetic
 - Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Teacher Assessments

At the end of Year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

Assessing the National Curriculum

As a school, we have adopted the language of **secure, above, just below and below**.

- Secure - children are secure in applying what they have learnt based on age related expectations.
- Above - children are able to fluently apply their learning to a range of contexts and in tasks above that expected for their age.
- Just below - children need additional support to access age relevant learning.
- Below - children are working below the standard of the national curriculum for their year.

Children in Years 1, 2, 3, 4, 5 and 6 will be teacher assessed using the objectives set from our progress grids (taken from National Curriculum objectives) which feature on our data marksheets and progress documents. This is completed 3 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of assessments have taken place.

Other standardised tests

Pupils who participate in interventions may sit a test to ascertain their maths age or reading age eg. Salford assessment.

End of key stage assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from leaders. Teacher assessment at KS1 & 2 are sometimes moderated by the local authority.

Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. St James Primary also works with colleagues in our cluster to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and

cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 - 6. School uses Fischer Family Trust Target Setting and uses ambitious target bands to set targets based on starting points. These are then reviewed at termly pupil progress meetings. Where children start to fall behind, actions are put in place.

Assessment and Reporting in the Foundation Stage

Baseline Assessment - upon entry into Reception, class teachers complete a statutory Reception Baseline Assessment with the children. The RBA is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

Teachers receive a series of short, narrative statements that tell them how their pupils performed in the assessment and these are used to inform teaching within the first term. The WELL COMM Screening Tool is used to assess the children's communication and language skills. This is repeated throughout the year for children not working at what is typical for entry into Reception (Working towards The Reception Year)

Incidental Observations: Spontaneous 'capture the moment' short observations. Teachers and EYPs document onto an incidental template what the child has done e.g. Mary made a model of a camera. She used a small box and stuck a silver rectangle on the front. She put a circle on the top and said 'this is the button you press to take the picture'. This is cross-referenced with the 'Development Matters' in the EYFS curriculum - subsequently identifying whether the child is working within 'the Reception Year expectations' or working towards. The characteristics of effective learning that the child is demonstrating are assessed and filed in the class assessment folder.

Class Learning Journeys - Each class has a learning journey display, this documents the journey that the children have taken over the half term: it shows that all children's experiences of learning are individual. The staff in EYFS use this information to assess children's ability, what skills they are capable of and what they need to develop (any gaps in learning).

Incidental observations, class learning journeys and staff spending time with the children all forms part of the assessment for learning cycle and helps with making a termly judgment of attainment and progress. It also enables teachers to identify any gaps in learning, which will then be a focus for the next half term.

Child initiated activity – an activity in which children select their own resources and lead their own learning. Members of staff use a range of evidence gathering techniques such as incidental observations and photographic incidentals to assess the children whilst they are engaged in these activities.

Focus Activity: during focus activities teaching staff write comments on the child’s work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

These assessments are sometimes moderated by the local authority.

Assessment and Recording in Key Stage 1 and 2

Teachers use formative assessments to provide on-going assessment, through the use of focused marking and/or observations of children’s work against learning objectives, success criteria and core knowledge and skills. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

A variety of tests (including STAR Reading and Maths, Power Maths end of unit assessments, past SATS papers) are used as part of the assessment process to identify progress and gaps in learning.

Children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly. Children eligible for Pupil Premium funding are supported appropriately and their needs also assessed regularly.

SIMS is used to track and record assessments termly. This enables class teachers to input data and for senior leaders to identify issues to address.

In addition, SIMS will assist school leaders to:

- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

Records

Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on a spreadsheet which is accessible by staff in school and end of term teacher judgements are recorded on SIMS.

Assessment documents are used as an aid to effective planning. The progress of children receiving extra support is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENCO.

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The pupil end-of-year report is filed on the server and is available for reference.

(See appendix A: Assessment timetable)

Monitoring

The SLT monitor assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Assess and review

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the termly assessment cycle with a pupil progress meeting. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider issues that the whole group might be struggling and how they may address this in class, as well as thinking about individual children and what can be done to support them. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up on individually. The relevant member of the leadership team, alongside the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN or a social intervention. That child is then followed up on each term to monitor their progress.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at St James ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For some children, an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

As some children are working below the standard of the national curriculum and not engaged in subject specific study, they will be assessed using a different system that is relevant to their needs.

Reporting to parents

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Roles and responsibilities

The Head teacher is responsible for:

- Overseeing standards of teaching/learning and assessment across the school

The leadership team are responsible for:

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching/learning and assessment within their phase
- Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENCO is responsible for:

- Collecting data for all SEN children
- Monitoring the progress of SEN children

Teachers are responsible for:

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Maintaining individual teacher mark logs
- Reporting their child's progress to parents