

St. Andrew's CE Primary School



Assessment Policy

Summer 2020

**Assessment at St Andrew's
Church of England Primary School
A Policy Document**

St Andrew's is an inclusive school and as such this policy should be read in conjunction with the school's Every Child Matters Policy Statement.

Introduction

Assessment is key to raising achievement at St Andrew's and is a central element of our teaching and our responsibility. As such, the policy document is an important statement based around the principles and practice which form the foundation of all that goes on in our classrooms from when the children join us in Early Years to their transition into Key Stage 3 at 11.

A statement of principle

At St Andrew's School, we believe that assessment will play an inherent part in the process of curriculum planning by informing long, medium and short term plans. It will facilitate differentiation by identifying at the medium and short term planning stage, (i) individual strengths and weaknesses (ii) what pupils can attempt, do, know and understand; (iii) subsequent future learning targets. It will place achievement in context by measuring progress against agreed criteria. It will be supported by evidence.

The purposes of assessment

Assessment in education has a number of different purposes partly based on the audience at which it is aimed - this audience can vary from the teacher to governors, parents, other schools, advisers and inspectors. However, our primary motive for assessing is as a tool to ensure that our setting of learning objectives, our planning and teaching are appropriate and matched to the children's ability levels.

It contributes to the formative process by providing information to assist with the planning of the next step in pupils learning. Its characteristics can include, (i) making regular, continuous judgements which are both formal and informal in nature, (ii) encourage pupils and teachers to share judgements in order that pupils begin to take more responsibility for their own learning.

It helps to diagnose what knowledge and skills a pupil already possesses and facilitates the identification of strengths and weaknesses. It can be used to make judgements about the appropriate guidance and support which is required. Its characteristics can include, (i) making occasional/periodic judgements (ii) being linked to a wide range of specific tests (iii) being used to inform medium and short term planning (iv) being shared with other teachers, support agencies, parents and where appropriate the pupil.

It helps to summarise the progress and attainment of an individual by indicating what is known, understood and can be done. It may be recorded at various times (eg. during and at the end of a topic, at the end of term, school year and key stage). Its characteristics can include, (i) being represented by a grade or mark, whose meaning should be shared and clearly understood by the pupil, (ii) a reference to National Curriculum Year Group criteria through teacher assessment and the results of Standard Assessment Tasks and Tests at the end of key stages one and two. (iii) constructive review and targets for future development.

Through these different types of assessment we can: show progression, illuminate and identify strengths, talents, difficulties, target areas; motivate and encourage; use to support accountability; monitor and achieve consistent standards; record achievement and inform others.

The role of the co-ordinator at St Andrew's

Aspects of the role of the co-ordinator are:-

- to promote a whole school approach to the development and implementation of the assessment policy
- to establish/ensure assessment as part of the school's approach to curriculum planning
- to promote consistency of approach to planning, assessment, recording and reporting through the school
- to liaise with the Head teacher and subject co-ordinator when organising INSET
- to help organise the development of school portfolios
- to organise assessment resources and make them accessible
- to consider, with the Head teacher, year 2 and year 6 staff any special arrangements for end of key stage assessment arrangements
- to monitor new publications about assessment issues
- to attend relevant INSET on assessment
- to be supportive of colleagues who require help with assessment
- to regularly review and develop assessment procedures throughout the school, and update the written policy accordingly

Bus Stop Assessment

Bus Stop Assessment is the system set up by the school whereby children are assessed at regular intervals and their progress tracked for pupils from Year 1—Year 6 and then targets are set, which will enable children to move on to the next stages/steps of learning. This will ensure that all children—including those with Special Educational Needs and More Able children - are challenged at appropriate levels in order for them to make at least expected progress.

Teacher Assessments will be made prior to Bus Stop Assessments and these will be moderated by the assessment co-ordinator and SLT in conjunction with teachers' books, assessment tests, pupil objective sheets and any other evidence provided by the class teacher.

This information is then used to inform planning as well as provide information for reporting to parents and other stakeholders.

Below is how each child at each year group stage is assessed.

Bronze—this means a child is working **below** the expected age related expectation/ Stage for their year group.

Silver—this means a child is working **at** the expected age related expectation/ Stage for their year group.

Gold—this means a child **has a greater depth of understanding of** the expected age related expectations/ Stage for their year group.

Non-Negotiables

Each year group, N - Y6, have a set of non-negotiable criteria. These include basic skills in English and Maths that the school expects all children to be able to do by the end of the school year and will be re-visited during the Autumn Term of the next school year. The children will be assessed on these criteria throughout the year and parents informed. This information is also passed onto the next class teacher.

Non-negotiables are also a focus through homework. Parents are reminded of the non-negotiables for the year ahead during the Summer and Autumn Terms and are available on the school website.

Home - School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the curriculum. In the case of a pupil being unable to access technology to view and complete work arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible and staff will use these tasks to assess what work a child may need next in their learning.

Assessment Guidelines

- All children in Years 1-6 will be assessed using the Assertive Mentoring Stage Criteria for Reading, Writing (inc GPS) and Maths
- Children who participate in Phonics daily will also be assessed
- Teachers are responsible for using O Track (formative assessments) to keep a record of their formative assessments
- Summative assessments will be carried out at different points during the year, usually half termly
- Teachers will place formative assessment sheets (per child/ subject) from O Track into children's books every half term, which will ensure that teachers effectively plan for the next stage in learning
- Teachers will submit teacher assessments half termly, this will be followed by moderation by the SLT
- Meetings to agree final teacher assessments will be carried out after the moderation process and after any summative assessment has taken place
- Teacher assessment levels will be entered into the Summative Assessment section of the O-Track tracking system half termly
- Data will be analysed and given to staff (when appropriate) by the assessment leader
- Head & Leaders will meet staff half termly/termly for pupil progress meetings
- Any child causing concern, either by not making expected progress or being behind ARE, will receive extra intervention sessions
- Children who have been identified to require some intervention will be placed onto an intervention plan and monitored
- Leaders will attend 2 Raising Achievement Party meetings to be challenged on achievement by the Governors

Target Setting

Target setting has developed significantly during the last few years and the term encompasses a number of different things within St Andrew's. Targets are based upon assessment and so they form another integral part of our planning and assessment. Target setting starts with the individual and then develops to inform us of our overall targets as a school.

Individual children are set targets based on previous attainment. The targets take two forms; firstly specific key learning objectives set for a period of time and secondly a link to a National Curriculum Standard (our target based upon whether a child is working within the standard **not** having achieved it). These targets are sent home to parents at the start of the year, but also reminded throughout the year /key stage including the progress their child has made towards their individual key stage target. A

summary of these targets is shared with the parents at open evening and is reviewed as appropriate. Parents are encouraged to support us in helping their child to achieve to their potential, including working with their child at home on specific target work discussed with and provided by the class teacher.

'Bus Stop' results are analysed to show the progress for each child and this information is used to help class teachers target specific groups of children, or individual children who are making less than expected progress.

Success Criteria

At the start of each academic year, the school sets itself a set of 'Success Criteria' which every teacher works towards in terms of attainment and progress. The criteria relate to the school's high expectations of pupils and considers the key assessment times Y1 Phonics, Y2 and Y6, also with specific criteria for each year group based on the analysis of the previous years data. These are displayed in every classroom and around the school.

Reporting to Parents

Verbal reporting to parents takes place informally at any time and once a term at a formal open evening; annual reports are sent to parents at the end of the Summer Term.

All of the open evenings give opportunity for discussion between parent and teacher as appropriate to the child's progress and needs but also each open evening has a different overall theme. The autumn term open evening focuses on a child's targets for the year as well as an initial concerns/encouragement based on the first few weeks of the new school year - it is an opportunity for parents to meet new teachers. The spring term open evening includes the child and discussion is focused on encouraging the child in their learning and so building on the strong home/school partnership. The summer term open evening is used to provide parents with information about what the child may still need to do this last term to reach their end of year targets and provide an opportunity for parents to view their child's work for that school year.

Annual reports are compiled from our teacher assessments and consist of constructive comments - without jargon - to inform parents of progress made, any areas of concern and the way forward. They also include the reporting of results from formal testing. Some guidance is provided for parents as to how to understand what the results mean.

Further Documents

- Teaching and learning Policy
- Marking and Feedback Policy
- Foundation Stage (EYFS) Policy
- Foundation Subject policies—assessment feature

Policy Review and Co-ordinator Information

The policy will be reviewed in the Summer Term 2021

Co-ordinating team: R Waterson (S Dibnah & C Curtis)

Date: Summer 2020