



# THE FEDERATION OF ST ANNE'S AND ST MARTIN'S ASSESSMENT POLICY



## Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

## Purposes (See Appendix 1)

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the executive headteacher, head of school and SLT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.

- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## **Responsibilities**

### **Executive Headteacher**

- To ensure that statutory requirements are met.
- To review and update the policy.
- To inform Governors about the school's performance on at least a termly basis.
- To utilise assessment information to raise standards at a whole school level.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.

### **Head of School**

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To utilise assessment information to raise standards at a whole school level.
- To monitor and evaluate the policy in practice.
- To keep up to date and inform staff on latest information and requirements.
- To monitor the effectiveness of pupil progress meetings and provide an evaluation report to the Executive Head following each round of meetings.

### **Assessment Lead**

- To collate and analyse assessment data of cohorts, groups and individuals using Target Tracker and utilise the information to support school improvement.
- To ensure that assessment is accurate and timely.
- To monitor and develop consistency across the school.
- To manage the whole school data systems.
- Provide support for teachers in using Target Tracker.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To schedule and lead pupil progress meetings on a half termly basis for teachers and senior leaders.

### **Key Stage Leaders**

- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.
- To ensure that assessment is accurate and timely.
- To ensure planning includes clearly defined learning objectives, success criteria and assessment for learning.

- To lead pupil progress meetings.
- To ensure that all teachers attend pupil progress meetings fully prepared.

### **Subject Leaders**

- To ensure that assessment is accurate through sampling and moderation.
- To advise colleagues on assessment and recording in their subject.
- To ensure planning includes clearly defined learning objectives, success criteria and assessment for learning.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- To ensure planning includes clearly defined learning objectives, success criteria and assessment for learning.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto Target Tracker
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.
- To ensure that the children entitled to pupil premium make good progress as a result of accurate assessment, that this assessment is used to plan provision and that formative assessment and end of term assessments are used effectively to identify clear targets and provision.

### **Principles**

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

### **Process**

## Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives (*WALTs-We are learning today*) and success criteria (*WILFs- What I am looking for*) each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations - often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focussed marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using assessment grids like the Criterion Scale or analysis of tests to identify the gaps in learning.
- Use assessments and feedback from marking and gap analysis to inform the next stages of learning and planning.
- Ensure assessments are robust and accurate through moderation.

## Half-termly Summative Assessments

Assessments of pupils' levels are carried out on a half-termly basis or data is captured on a half termly basis, in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- The Foundation Stage Profile is utilised to assess pupils in Reception
- In KS1 and 2, National Curriculum assessments are carried out in reading, writing and maths. A range of assessment methods are utilised as specified by the Maths and Literacy subject leaders.
- Class teachers ensure that assessment information is recorded on EYFS section on Target Tracker each half term.
- Class teachers write a half termly report on the assessment information for their class focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support. These need to be sent to the assessment lead by the Thursday of the last week of term.
- These reports will form the basis of pupil progress meetings.

## Assessment Schedule

<b>Term 1</b>			
<b>Subject</b>	<b>Type of assessment</b>	<b>Date</b>	<b>Year Group</b>
<b>Foundation Baseline</b>	<b>Baseline Assessment</b>	<b>September / October</b>	<b>YR</b>
<b>Literacy</b>	<b>Reading Age</b>	<b>September</b>	<b>Y2 - Y6</b>
	<b>Spelling Age</b>	<b>September</b>	<b>Y2 - Y6</b>
	<b>Phonics baseline</b>	<b>September</b>	<b>YR - Y2</b>
	<b>Writing baseline</b>	<b>September</b>	<b>Y1 - Y6</b>
	<b>Writing end of unit</b>	<b>2 x per term</b>	<b>Y1 - Y6</b>
	<b>Reading assessment</b>	<b>Ongoing</b>	<b>YR - Y6</b>
	<b>SPAG</b>	<b>Spelling and Grammar Bug</b>	<b>Y2 - Y6</b>
<b>Maths</b>	<b>Abacus termly assessment</b>	<b>October</b>	<b>Y1 - Y6</b>
	<b>CLIC maths termly assessment</b>	<b>September and October</b>	<b>Y1 - Y6</b>
<b>RE</b>	<b>End of unit</b>	<b>Ongoing</b>	<b>YR - Y6</b>
<b>Science</b>	<b>End of unit assessment</b>	<b>Ongoing</b>	<b>Y1 - Y6</b>
<b>Foundation Subjects</b>	<b>End of unit assessment</b>	<b>October</b>	<b>Y1 - Y6</b>

<b>Term 2</b>			
<b>Subject</b>	<b>Type of assessment</b>	<b>Date</b>	<b>Year Group</b>
<b>Foundation</b>	<b>Assessment</b>	<b>Ongoing</b>	<b>YR</b>

<b>Baseline</b>			
<b>Literacy</b>	<b>Writing end of unit</b>	<b>2 x per term</b>	<b>Y1 - Y6</b>
	<b>Reading assessment</b>	<b>Ongoing</b>	<b>YR - Y6</b>
	<b>SPAG</b>	<b>Spelling and Grammar Bug</b>	<b>Y2 - Y6</b>
<b>Maths</b>	<b>Abacus termly assessment</b>	<b>December</b>	<b>Y1 - Y6</b>
	<b>CLIC maths termly assessment</b>	<b>December</b>	<b>Y1 - Y6</b>
<b>RE</b>	<b>End of unit</b>	<b>Ongoing</b>	<b>YR - Y6</b>
<b>Science</b>	<b>End of unit assessment</b>	<b>Ongoing</b>	<b>Y1 - Y6</b>
<b>Foundation Subjects</b>	<b>End of unit assessment</b>	<b>December</b>	<b>Y1 - Y6</b>

<b>Term 3</b>			
<b>Subject</b>	<b>Type of assessment</b>	<b>Date</b>	<b>Year Group</b>
<b>Foundation Baseline</b>	<b>Assessment</b>	<b>Ongoing</b>	<b>YR</b>
<b>Literacy</b>	<b>Writing end of unit</b>	<b>2 x per term</b>	<b>Y1 - Y6</b>
	<b>Reading assessment</b>	<b>Ongoing</b>	<b>YR - Y6</b>
	<b>SPAG</b>	<b>Spelling and Grammar Bug</b>	<b>Y2 - Y6</b>
<b>Maths</b>	<b>Abacus termly assessment</b>	<b>February</b>	<b>Y1 - Y6</b>
	<b>CLIC maths termly assessment</b>	<b>February</b>	<b>Y1 - Y6</b>
<b>RE</b>	<b>End of unit</b>	<b>Ongoing</b>	<b>YR - Y6</b>
<b>Science</b>	<b>End of unit assessment</b>	<b>Ongoing</b>	<b>Y1 - Y6</b>
<b>Foundation Subjects</b>	<b>End of unit assessment</b>	<b>February</b>	<b>Y1 - Y6</b>

<b>Term 4</b>			
<b>Subject</b>	<b>Type of assessment</b>	<b>Date</b>	<b>Year Group</b>
<b>Foundation Baseline</b>	<b>Assessment</b>	<b>Ongoing</b>	<b>YR</b>

Literacy	Writing end of unit	2 x per term	Y1 - Y6
	Reading assessment	Ongoing	YR - Y6
	SPAG	Spelling and Grammar Bug	Y2 - Y6
Maths	Abacus termly assessment	April	Y1 - Y6
	CLIC maths termly assessment	April	Y1 - Y6
RE			YR - Y6
Science	End of unit assessment	Ongoing	Y1 - Y6
Foundation Subjects	End of unit assessment	April	Y1 - Y6

Term 5			
Subject	Type of assessment	Date	Year Group
Foundation	Assessment	Ongoing	YR

<b>Baseline</b>			
<b>Literacy</b>			
	Writing end of unit	2 x per term	Y1 - Y6
<b>SATS</b>	Reading Test	May	Y2
<b>SATS</b>	Reading Test	May	Y6
	Reading assessment	Ongoing	YR, Y1, Y3, Y4, Y5
<b>SATS</b>	SPAG Test	May	Y2
<b>SATS</b>	SPAG Test	May	Y6
	SPAG	Spelling and Grammar Bug	YR, Y1, Y3, Y4, Y5
<b>Mathematics</b>			
<b>SATS</b>	Maths Test	May	Y2
<b>SATS</b>	Maths Test	May	Y6
	Abacus termly assessment	October	YR, Y1, Y3, Y4, Y5
	CLIC maths termly assessment	May	Y1 - Y5
<b>RE</b>			YR - Y6
<b>Science</b>	End of unit assessment	Ongoing	Y1 - Y6
<b>Foundation Subjects</b>	End of unit assessment	May	Y1 - Y6

<b>Term 6</b>			
<b>Subject</b>	<b>Type of assessment</b>	<b>Date</b>	<b>Year Group</b>
<b>Foundation</b>	<b>Assessment</b>	<b>Ongoing</b>	<b>YR</b>



<b>Baseline</b>			
<b>Literacy</b>	<b>Writing end of unit</b>	<b>2 x per term</b>	<b>Y1 - Y6</b>
	<b>Reading assessment</b>	<b>Ongoing</b>	<b>YR - Y6</b>
	<b>SPAG</b>	<b>Spelling and Grammar Bug</b>	<b>Y2 - Y6</b>
<b>Maths</b>	<b>Abacus termly assessment</b>	<b>July</b>	<b>Y1 - Y6</b>
	<b>CLIC maths termly assessment</b>	<b>July</b>	<b>Y1 - Y6</b>
<b>RE</b>			<b>YR - Y6</b>
<b>Science</b>	<b>End of unit assessment</b>	<b>Ongoing</b>	<b>Y1 - Y6</b>
<b>Foundation Subjects</b>	<b>End of unit assessment</b>	<b>Ongoing</b>	<b>Y1 - Y6</b>

### Data Analysis

- The Assessment lead utilises the class teacher reports and the assessment data on target tracker to carry out an analysis of the data each half term. This information is utilised to inform the :-
  - Pupil Progress meeting discussions,
  - School Self Evaluation,
  - Termly Executive Headteacher report to the governing body,
  - School Development Plan
- The Assessment lead adds to the class-teacher report and generates a half-termly whole school data report.

### Pupil Progress Meetings

- These are held on a half-termly basis and are attended by the class teacher Assessment lead, Senco or senior leader.
- Prior to the meeting the Head of School meets with the relevant senior leader to go through the data report and to discuss areas to focus on within the meeting.
- The focus of the pupil progress meetings is:-
  - to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the headteacher
  - Set targets for any pupils that require additional support or extension and devise plans for how these targets will be achieved.
  - Moderate and agree judgements

## **End of Year Assessments**

- A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science and the Parent reports indicate how well each pupil is attaining compared to the expected level.
- Each child is also given an assessment level in the Foundation Stage subjects at the end of each year and this is entered into target tracker
- Assessment data is reported annually to the Local Authority/DFE at the end of:-
  - Reception
  - Year 1 (Phonics Screening Test)
  - Year 2
  - Year 6

## **Marking and Feedback**

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

## **Recording**

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the EYFS and Primary Target Tracker systems.

## **Assessment Moderation**

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency and against the standards materials.

## **Monitoring and evaluation**

- The Head of School will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

### **Reporting to Parents**

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

An open afternoon is held at the end of the year to enable parents to see their child's work and discuss their report with the class teacher. In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

### **S.E.N.D**

Early identification of children with special educational needs is essential. The school's S.E.N.D Policy gives details of the procedures for identification and assessment.

### **Transition and Transfer**

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the secondary school at the end of year 6
- When children move schools, information is sent through the CTF (common transfer file).

### **Equal Opportunities**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

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