

# St George's Church of England Primary School



## ASSESSMENT POLICY

**Date of policy:** September 2020

**Review date due:** July 2021

**Signed by:** Position held: Chair of Improvement, Inclusion &  
Curriculum Committee

**Date:**

**Signed by:** Position held: Headteacher

**Date:**

**Ratified by the Full Governing Body on November 2020**

**Formulated by Mrs E Rye, Headteacher & Mr M Jones, Deputy Head Teacher**

**This policy is underpinned by our Christian Values:**

**Respect**

**Courage**

**Kindness**

**Forgiveness**

**Honesty**

**Hope**

### **Rationale**

In setting out the rationale for the removal of levels, the Commission stated that:

*Despite a wider set of original purposes, the pressure generated by the use of levels in the accountability system led to a curriculum driven by Attainment Targets, levels and sub-levels, rather than the programmes of study. Levels came to dominate all forms of assessment. Not only were they used for both statutory national curriculum tests and statutory reporting of teacher assessment, but they also came to be used too frequently for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. The Commission believes that this has had a profoundly negative impact on teaching and learning.*

*Alongside the Government's changes to ways of reporting national curriculum test outcomes and statutory teacher assessment, the freedom for schools to develop their own approaches to in-school assessment means that the three forms of assessment - formative assessment, in-school summative assessment and nationally standardised summative assessment - can be appropriately tied to their different purposes. Overall this will better serve the needs of pupils and promote a higher quality of teaching, learning and assessment.*

### **The principles of assessment**

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In adapting to 'life after levels', it was essential to review:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

### **Different forms of assessment**

**Formative** assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessment have a direct result on the teaching materials and strategies employed.

**Summative** assessment occurs at defined part of the academic year, such as end of units of work, end of term summary or SATs tests. This allows teachers to give a 'best fit' assessment of a child's attainment against the end of year programme of study.

### **Our approach to assessment**

At St George's, we know effective assessment provided information to improve teaching and learning. We give our children regular feedback on their learning so understand what to do in order to improve. This allows us to base our lessons on detailed knowledge of each child. We give parents regular feedback on their child's progress so that teachers, children and parents are working together to raise standards for all of our children.

At our school **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class - ensuring that hinge questions are used to create discussion
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Show What I Know (SWIK) used before and after a topic in Maths
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book scrutiny to assess progress over a given period of time
- End of term progress assessments, including tests
- SEN Support Plan reviews of progress towards targets
- Three subject leader reviews of English and Maths across the school
- Three pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

**Summative assessment** may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- NFER assessments used in KS2 in Reading, Writing and Maths
- Rising Stars assessments in KS1 in Reading, Writing and Maths
- End of unit assessments, e.g. in Science
- Unaided pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

### **Management and evaluation of assessment**

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Full in depth Pupil Progress Meetings are held three times a year to review the progress of the whole class, vulnerable groups and any individuals who are causing concern.

Subject Leaders for English and Maths, alongside the Assessment Leader meet the alternate terms, three times a year for specific subject review of progress, book scrutiny and review assessment.

The assessment policy has been created in consultation with staff. The Deputy Head is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum sub-committee.

The criteria for its effectiveness are:

- How well it is being followed by staff
- The impact it has on children's learning, e.g. their response to marking comments
- The impact on children's learning, e.g. in the progress made at Pupil Progress meetings and how secure children are achieving depth of learning across the curriculum - within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. Where available, the school takes part in local authority moderation and works with other local schools to moderate in more depth.

### **How assessment outcomes are collected and used**

In September 2015, a new assessment tracking system was introduced, STEPS, replacing previously used levels. It follows an end of year group requirement and is banded in threes.

For Reading, Writing, Maths and Science, pupil's progress is tracked alongside the end of year group requirements. Whole class summary sheets are held by teachers and used to track children's progress against objectives. Each year child their achievement is recorded through a 'best fit' of progress towards meeting the end of year group requirements. The numerical 'STEP' is formally recorded, tracked and analysed through SIMS.

Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress.

Based on the STEPS system the bandings are:

<i>Year Group</i>	<i>Step</i>
<i>1</i>	<i>4-6</i>
<i>2</i>	<i>7-9</i>
<i>3</i>	<i>10-12</i>
<i>4</i>	<i>13-15</i>
<i>5</i>	<i>16-18</i>
<i>6</i>	<i>19-21</i>

*Reception Class follow EExBA baseline assessment In July the Foundation Teachers alongside the Year 1 teacher and Assessment Leader work together at assessing the reception children using the STEP Assessment criteria ready for Year 1.*

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

### **No Levels**

Alongside the introduction of the new National Curriculum, levels were removed for all Year Groups instead at the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Please click [here to see a guide for parents from the Department of Education regarding End Key Stage Statutory Assessments \(Y2 and Y6\)](#)

### **Pupil Progress Meetings**

Pupil Progress meetings continue to take place formally three times a year to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language TA. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEND register.

Information is shared and discussed with the Senior Leadership Team, the Wider Leadership Team (Subject Leaders in English and Maths, Pupil Premium Leader) and Curriculum sub-committee governors. At key stage meetings, staff are updated on headlines of children's progress.

### **Reporting to Parents**

Information on how each child is achieving against the curriculum is discussed with parents at the Autumn and Spring Parents' Evenings and through end of year reports in the summer term. This will change to phone calls home due to the Covid19 pandemic, and will continue to do so until it is safe to change. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in Individual SEND Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEND or EHCPs.

EYFS teachers assess children using the NFER baseline assessment. This will be used to measure progress at the end of EYFS, end of KS1 and end of KS2.

Phonics screening results, KS1 results and Writing and Science at KS2 will continue to be reported to the government. KS2 Reading, Maths and GPS will follow the new assessment guidelines from the NCA.

## **Feedback to pupils**

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback please see the **Marking Policy**.

## **Target Setting**

Targets are set for individual pupils across the school. These are for English (Reading and Writing) and Maths, as well as Year 1 phonics and pupil premium and SEND children.

## **Assessment of Foundation Subjects**

Each foundation subjects has end of year group requirements. Tracking systems are in place to record children's achievements in these areas. Subjects included are Art & Design, DT, History, Geography, Music and MFL. Computing and PE follow schemes of learning and have their own tracking systems to focus on pupil progress.

Teachers will establish these at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. Pupils will be recorded as: acquiring, meeting or exceeding the expectations by the end of the year. These reports will be given to the subject leader and also kept in the class assessment file.

## **Ensuring teachers are able to conduct assessment competently and confidently**

Assessment is discussed regularly at both key stage and staff meetings, and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Teaching teams work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff cross moderate with other schools where possible. The implementation of the Marking Policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful.

## **Monitoring of Assessment Policy**

This is the main responsibility of the Assessment Leader alongside the Headteacher, Governors and the Senior Leadership Team, as well as subject leaders. Regular work scrutiny by the Senior Leadership Team and Subject Leaders ensures that the policy is being adhered to and is implemented consistently across the school

This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

## **Equal Opportunities**

All children have the same access and entitlement to high quality teaching and learning in this school, and we ensure this by rigorous assessment to check they are reaching their potential and achieving their individual targets. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly.

## **Roles and Responsibilities**

### Assessment Leader:

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Assist Headteacher with setting challenging whole school targets
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Lead Pupil Progress Meetings

### Subject Leaders

- Lead whole staff moderation meetings in their subjects
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA

- Work alongside Assessment Leader in monitoring and analysing data KS1 and KS2 within their subjects
- Advise staff of outcomes of assessment

### Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs and Y1 phonics screening
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress
- Monitor TA record keeping of interventions

### Governors / Senior Management Team

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data

### SENCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes
- Meets regularly with TA's to ensure the smooth running of interventions