

# St. David's C of E Primary School

*Enquiring minds, caring hearts, creative hands*



## Assessment Policy

### March 2021

At St David's we have our vision at the core of everything we do for pupils and for all staff members; Our school's Christian foundation guides, challenges and inspires every child to reach their full potential as they become life-long learners and confident citizens, equipped to lead and serve.

As a school we look to the teachings of the Bible to underpin our ethos:

**Love the Lord your God with all your heart, soul, mind and strength; and your neighbour as yourself. Mark 12:30-31**

Headteacher/ school staff signature	<i>Jenny Walker</i>
Governor signature	<i>Yvonne Webster</i>
Date policy ratified	March 2021
Date for review	March 2024



## St. David's C of E Primary School Assessment Policy

### Introduction

This policy reflects all the assessment procedures completed by the school including the management of assessment data as well as moderation. These include both informal ongoing assessments including Assessment for Learning and Assessing Pupil Progress and then formal assessment including the statutory summative assessments (including end of phase assessments).

### Aims

At St. David's Church of England Primary School, we see the key purpose of assessment as to move children on in their learning. One of the most important assessments is the ongoing checking of children's understanding integral to good teaching during any lesson. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood and that this is made clear to the child. This informs future planning and the child's next step target for improvement. Attainment needs to be compared with the child's previous work, but also against national expectations. The assessment, recording and reporting policy of our school is based on a clear set of aims which reflect our educational philosophy and support the overall aims of the school, and which are expressed in terms of the intended educational outcomes.

The assessment policy will help pupils to:

- recognise and celebrate a wide range of achievements
- identify their strengths and areas for reinforcement and development
- take responsibility for, and make informed judgements about, their future learning
- compile a record which may be used by them to inform others of their personal achievements

The assessment policy will help teachers to:

- be aware of their pupils' achievements in order to guide their future learning
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning
- will help the school to make informed judgements relating to the way the school's curriculum including the National Curriculum is planned and resourced
- communicate effectively pupils' achievements to parents, governors and other responsible parties

### Skills

St. David's pupils have a wide range of abilities and learning styles and our approaches to assessment reflects this.

Techniques that we use include:

**Assessment Policy: Last reviewed March 2021**

- observational assessment, where a member of staff observes his or her response to learning activities and unstructured situations;
- dynamic assessment, which looks at the pupil's responses in the context of learning a task;
- questioning, which enables the teacher to make a judgement about pupils' degree of understanding;
- criterion-referenced assessment, which measures a pupil's attainment against a list of skills or pieces of knowledge this is primarily done through test-style assessment sheets;
- formal assessment, where the pupil is asked to complete tests or set tasks which indicate his or her knowledge or approach to learning;
- marking and review of written work;
- reviewing other evidence, such as photos, observational stickers, etc. collected over a period of time;
- functional assessment of behaviour;
- tests set by the class teacher.

### **Planning**

At the beginning of each academic year teachers use the plans and records passed on by the previous teacher(s) – both electronic and paper based - to review where their pupils are in relation to the curriculum documents applicable to their class.

Termly Plans follow one of the set formats issued by the school. They set out the ground that teachers expect to cover and the learning objectives that they aim to meet. Identifying clear learning objectives is an essential precursor to successful teaching, learning and assessment.

Learning objectives are drawn from the relevant documents and teachers use their judgement in identifying the next step and personalising it for individuals.

### Weekly plans

The weekly plan serves as an aide memoire for the teacher and the other members of the team. Teachers will use the School's agreed pro-forma which will include the learning objectives to be assessed. The precise content is for teaching teams to agree among themselves.

When writing weekly plans, teachers select (from their termly plans) the activities and key learning objectives relating to each subject or lesson. There will be at least one learning objective of relevance for each pupil in each lesson and this should be differentiated where appropriate.

Assessment in lessons will focus on key objectives; it is important that those objectives are clear, that the means of assessment is planned in advance, and that implementation is practicable.

### **Approach**

Methods of assessment used will be both formative (to monitor learning) and summative (to evaluate learning) in type. Our assessments will also provide information for the following:

- Parents and children to show progression/concerns, and next step targets
- Teachers and support staff to help them plan
- Outside agencies to provide hard evidence of attainment

**Assessment Policy: Last reviewed March 2021**

- Special needs staff to provide hard evidence of attainment
- Senior staff and governors in order to see outcomes

### **Cross curricular links/use of computing to support the development of Literacy and Numeracy**

All data is tracked within the school using Target Tracker and we formally record the data. Termly however, teachers update the system more regularly following assessments during lessons. The first set of data is gathered in our Pupil Progress Meetings during the first half term and is based on summative data drawn from previous assessments. It is recorded against Age Related Expectations on Target Tracker. This data is then tracked and broken down into key groups to ensure progress is on track for individuals and groups. This data is compared to the baseline of attainment from the very end of the previous year.

The half termly pattern of assessment continues through the year. In this way any lack of progress is quickly identified and teaching programmes adapted or intervention programmes started. These are identified within the Pupil Progress Meetings. Teachers will need to also ensure that they take particular note of the progress of groups including pupils receiving the Pupil Premium Grant (PPG) and those on the Special Educational Needs Register. Action will need to be taken promptly for these pupils, as nationally they are seen to be groups where progress can be less than is expected. During the second half of the summer term, Years 2 and 6 will undertake more formal testing to support formal assessments.

### **Foundation Stage Assessment**

There are seven areas of learning and Early Learning Goals are assessed in each area:

#### Prime Areas

- Communication and Language,
- Physical Development,
- PSED

#### Specific Areas

- English,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design

Staff visit nurseries and receive assessment documents from them before the child starts school. The Reception teachers will meet with parents as the child starts school and will form a 'Baseline Assessment' during the first few weeks of the Autumn term. From this point assessment and progression will be recorded in Target Tracker. Appropriate statements are highlighted according to whether a child is 'working towards', has 'achieved' or 'mastered' a particular skill. From this, progress is highlighted termly as steps through the Development Matters Age Bands. The Foundation Stage Profile is completed for each child during their Reception Year using evidence from observations, challenges and written work. Parent interviews take place in the Autumn and Spring terms and each child receives an end of year report detailing progress and achievement over the year.

### **Inclusion/Differentiation/Equal Opportunities**

All children require their learning to be assessed and there needs to be opportunities for them to contribute to their own assessment by making judgements about their own performance and what

targets they set for personal improvement. Further assessments will be completed during the year in order to identify children with SEND.

Many children may experience additional needs at some time during their school life. The nature of these needs may be:

- short or long term
- applied to the very able or the low attainer
- academic, behavioural, social or health
- mixture of the above
- Parental partnership is vital if we are to ensure that these children's needs are met.

### **Pre-key stage standards**

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the end of Year 2 and Year 6, when an outcome must be reported for school accountability purposes, but who have not completed the relevant national curriculum programme of study.
- The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents.

### **Assessment (including marking and feedback)**

Teachers' own formative assessments will be based on learning objectives identified in their planning and evaluation of lessons.

In addition to informal methods of assessment used by teachers for continuous assessment in the context of their own classes, the following assessment tools will be used:

- On entry assessment in Reception
- Phonics screening in Year 1
- Phonics screening in Year 2
- Statutory SATs tasks/tests in Year 2
- Multiplication Tables Check (MTC) in Year 4
- In year SATs diagnostic assessment in Year 6
- Statutory SATs tests in Year 6
- Termly teacher assessment in Years R, 1, 2, 3, 4, 5 and 6
- Writing Assessment across the Primary School at the end of each unit

Formative assessment of writing will be supported by the development of extended pieces of writing by each child, to include assessed samples of work at least once every half term (usually at the end of each writing unit). Staff/phase meetings will be used to moderate levelling of this work as will moderation with other schools.

### **Evidence for Teacher Assessments**

### Speaking and Listening

- Speaking and Listening is assessed against the National Curriculum.
- Target Tracker

### Reading

- KS1 use the following evidence for Teacher Assessments:
- Guided Reading Records
- Reading records
- Target Tracker
- NFER Assessment tests

KS2 use:

- Reading records
- Tests (standardised)
- Target Tracker
- NFER Assessment tests
- Statements are highlighted on Target Tracker at least 3 times a year (termly)
- Previous years Standard Assessment Test (SATs) papers are used in year 6 and assessed against the mark scheme. These are mainly summative but are also used for formative purposes.

### Writing

- A range of class-based writing is assessed using a variety of assessment tools including statements on Target Tracker and the Teacher Assessment Framework for years 2 and 6. All of these methods of assessment are based on a checklist of writing skills for each level and are both formative and summative.
- Moderation to ensure consistency in assessment between teachers and year groups occurs several times a year.
- Statements are highlighted on Target Tracker at least 3 times a year (termly)

### Maths

- All areas of maths are subject to ongoing formative teacher assessment.
- Statements are highlighted on Target Tracker at least 3 times a year (termly)
- White Rose end of unit assessment test

### Science

- Statements are highlighted on Target Tracker at least 3 times a year (termly)

### Computing, DT, History and Geography

- Age Related Expectations for different areas recorded on internal records every term.

### **Monitoring**

We will assess children at key points in their school career as part of national requirements and use these assessments as valuable measures of children's individual progress and the success of the school overall.

**Assessment Policy: Last reviewed March 2021**

- Reception: Observation based Foundation Stage Profile (FSP)
- Year 1: Phonics screening test
- Year 2: KS1 assessments (and phonics screening re-takes if required)
- Year 6: KS2 SATS tests and teacher assessments

Half-termly Pupil Progress meetings will take place with the Headteacher/Deputy Head/ and members of the SLT.

### **Resources**

Target Tracker is the computerised program that St. David's uses to record and monitor assessments. This is updated weekly by the Finance Officer who uses SIMs to do so. SIMs is used by the office staff to produce CTFs weekly for this procedure.

Assessing children's work can take place through marking. Teachers and Teaching Assistants use a common policy for marking work which is fully understood by all staff (see Marking and Feedback Policy). Teachers must ensure they follow published mark schemes.

### **Reporting to Parents**

Parents are given a word-processed report at the end of the academic year. The report should be as far as possible a positive statement of what the child can do but also be honest about any difficulties or areas for development the child has. From Year 1 an important part of the report is the child's current level in English, mathematics and science against the expected level for the age group and "next step" targets in the form of specific learning needed to get towards that level. The report should be a professional document but written in plain English without jargon to be clearly understood by the parent.

The report is written by the class teacher but provides opportunities for comments by the child and parent. A duplicate copy will be provided for parents who live separately to their child.

Our reports are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing against their own targets and against the cohort in general. The reports are written in the Summer term so those targets can be set or re-set and shared with children and parents.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence and a comment showing how this attendance compares to other children in the school. Opportunity is given for parents to discuss this report with the class teacher (progress against targets, report on the end of Key Stage test results). Parents have the opportunity to discuss their child's progress with the class teacher during parents' meetings.

### **Roles and responsibilities**

The school must have a nominated Assessment Leader which can be the Head Teacher or another senior member of staff with the required experience. The Assessment Leader will be responsible for maintaining the school data records as well reporting the current achievement and attainment data to the Governing Body using the agreed pro-formas.

The Assessment Leader and Senior Leadership Team

- Summarise formal reporting presented by the curriculum leader.
- Brief curriculum leaders and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share assessment information with colleagues.
- Develop a reasonable timetable of assessment requirements and monitor its teacher's contributions and the results of the actions designed as a result.
- Evaluate the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.

#### The Curriculum Leader responsibilities with regard to assessment

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.
- Update the co-ordinator's file and subject portfolio.

#### The Class Teacher

- Prepares initial assessment activities and evaluate the results.
- Follows schemes of work but prepare plans that indicate attention has been given to assessment findings.
- Assesses the work and progress of all children in the class throughout the curriculum through formal and informal methods.
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provides information for informal and formal discussion with parents on the child's progress.
- Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit.
- Gives clear indications of how improvement can be made and provide time for them to make these improvements.
- Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encourages children to check work themselves and for each other.

#### **Health and Safety**

A record of every pupil's academic performance will be kept on the school's computerised tracking system. All appropriate assessment data is kept on Target Tracker. The site is highly secure and is accessible only by members of teaching staff and the school administrator via a highly secure login and password. All adults who require it will be provided with a username and password by the Assessment lead who will keep an up to date record of users. All adults will have the responsibility for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security.

**Assessment Policy: Last reviewed March 2021**



A new password will be issued if this is the case through the Assessment lead. Any breaches will be logged following the GDPR policy.

Status and Review Cycle: Non-Statutory, Every 3 years

Responsible group: Headteacher

Date: March 2021

Next Review Date: March 2024

## Reports

Identifying when a child has 'mastered' a learning objective will then allow you to show progress for the child in the learning objectives using the Statements Progress Summary report.



There is detailed guidance on the use of each of the Formative Statements reports in the Target Tracker software in Help > Analysis > NC 2014 Steps Reports > Statements Reports.

Alternatively an Overview of all Steps Reports in Target Tracker can be found on our website in the Downloads section – Target Tracker Year Planners and Report Summaries.

## A Consistent Approach

It is important that certain decisions should be made across the school so that a consistent approach is maintained, particularly in terms of assessment moderation.

Therefore we would suggest...

- Staff need time to think about the characteristics of mastery and how they can enable it.
- Plan for mastery opportunities, encouraging children to become independent.
- Build this picture over time.
- Observation and questioning as a means of assessment (rather than just testing).
- A new mind-set for teachers: mastery is not necessarily the domain of the higher attainers.

## Assessment stages

