



## **Assessment Policy**

Assessment is an integral part of teaching and should provide information that is clear, reliable and free from bias. Different forms of assessment may serve different purposes for different people and organisation, including pupils, parents, teachers, school leaders, governors, the Government and Ofsted.

There are three main forms of assessment, each with their own purpose and audience.

### **Formative assessment**

High quality formative assessment is the cornerstone of good teaching; it is used by teachers to identify strengths and gaps in pupils knowledge and understanding on a day to day basis and to inform future learning. Formative assessment consists of many different varied task and approaches, including, probing questioning, quick recap at the start of lesson, mini plenaries throughout the lesson, effective marking and feedback, both written and oral and scrutiny of pupils work through to formal testing.

At St Paul's formative assessment is part of normal classroom practice and takes place in all lessons. Teachers use a variety of tasks and approaches to assess children strengths and gaps in learning. Regular marking and constructive written or verbal feedback, corrects and models answers, consolidates learning and challenges and guides children to the next stage of their learning.

### **Self assessment**

At St Paul's children are encouraged to take more responsibility for their progress by encouraging them to reflect on their own learning, understand what their strengths are and identify what they need to do to improve.

Children regularly self assess against the success criteria given by the teacher for a piece of work.

### **Summative assessment**

In school summative assessment, is used to evaluate how much pupils have learned and understood about a unit of work at the end of a period of teaching. This may be at the end unit of work or at the end of a school year and shows progress over a longer period of time against national standards. In school summative assessment enables school leaders to monitor the progress of individuals and cohorts to ensure pupils are supported to achieve progress and their expected attainment.

At St Paul's children undertake regular summative assessments at the end of units of work. Children are assessed against end the end of year standards of the new national curriculum and recorded using the agreed school policy.

### **Reading, writing and mathematics**

Children's progress in reading, writing and mathematics is measured at the end of each term and record on the school tracking system. Summative assessment data is calculated as a percentage of the programme of study achieved throughout the assessment period. The evidence required to make these judgements comes from the formative assessment recorded by the teacher on the Learning Ladders prefaced on the children's books.

All children in Year1-6(reception in the summer term) will be assessed in reading and maths using the PIRA and PUMA tests to obtain a scaled score which can be tracked to measure progress.

### **History, geography, science R.E. and ICT**

Summative assessment in history, geography, R.E, ICT and science takes place at the end of the year and is measured against national standards. Children's progress and attainment are recorded as A (achieved) or NA (not achieved) and E (exceeding) national standards.

### **National standardised summative assessment**

National standardised summative assessment is set by the government to hold schools to account and to measure the impact of their education policy. It provides information on how children are performing in comparison with children nationally. It therefore reflects on how well the school is performing in comparison to schools nationally.

There are currently 3 national assessments:

- Early Learning Goals (at the end of Reception)
- End of Key Stage 1 SATS (year 2)
- End of Key stage 2 SATS (year 4)

### **Baseline**

All children are assessed on entry into Reception. Progress throughout a child's primary school education will be measured against the attainment achieved at the end of reception and their attainment at the end of Key Stage 2.

### **Key Stage 1 SATS**

End of Key Stage 1 tests will be used to monitor that children are on track to achieve their predicted progress and level of attainment based on their Baseline results. All tests will be marked in school and parents will be informed of the results.

### **Key Stage 2 SATS**

All children will be tested at the end of key Stage 2 on their attainment against national standards in reading, mathematics and Grammar, Spelling and Punctuation. These tests will be marked externally and parents will be informed of the results.

### **Role of assessment leader**

The role of the subject leader is to:

- Ensure the timely and effective implementation of the monitoring calendar
- Collate and monitor summative assessment in all subjects and cohort to ensure all children are making at least expected progress

- To lead CPD and ensure all staff are aware of latest developments and changes in assessment
- Monitor children's achievements against children nationally
- Oversee the arrangements and delivery of national tests
- Ensure all national test data is input correctly and sent off in a timely manner
- To ensure parents are informed of national assessment results
- To ensure governors are regularly updated on school data

### **Performance management**

Accountability for attainment will form part of Performance Management for all teachers. This year we will focus on the percentage of children achieving the national standards in reading in each cohort.

### **CPD**

CPD in assessment will be an ongoing item in staff meetings as we continue to develop assessment without levels.

### **Inclusion**

Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to an early and accurate identification of children and young people's special educational needs and any requirement for support and intervention.

### **Mastery**

The new national curriculum is founded on the principal that pupils have a secure understanding of key ideas and concepts before moving on to the next phase of learning.

### **Ofsted**

Inspectors will look at the effectiveness of a schools curriculum and assessment system in terms of the impact on pupil's achievement through the key judgement areas of the Common Inspection Framework.

Inspectors will evaluate the extent to which:

- Assessment information is gathered from looking at what pupils already know and can do and is informed by parents, previous teacher etc
- Assessment information is used to plan appropriate teaching and learning strategies, identifying pupils who are falling behind or need extra support, enabling pupils to make good progress and achieve well
- Pupils understand how to improve as a result of useful feedback, written or oral, from teachers.
- Teacher's use any assessment for establishing pupil's starting points
- Assessments draws on a range of evidence of what pupils know, understand and can do
- Teachers make a consistent judgement about pupil's progress and attainment

Judgements will be made on the effectiveness of teaching, learning and assessment by evaluating the extent to which schools engage with parents and carers.

**Trudy Taylor February 2017**

**This policy is a working document and will be reviewed and updated when necessary throughout the year.**