

Slaithwaite CE J & I School



Assessment Policy

P
O
L
I
C
Y



1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Assessment is an integral part of inclusive teaching: it will provide evidence to inform our teaching through formative assessments; and it should create meaningful information through summative assessments for all stakeholders including the local authority and the government

4. Assessment approaches

At Slaithwaite C of E Junior and Infant School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

At Slaithwaite C of E Primary 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. Questioning and answering, observations, marking and feedback, self and peer-assessments and/or observations are all examples of some of the formative assessments we undertake. Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- › **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

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:

End of unit assessments for example if a class has recently finished studying 'plants' in science

End of term or year tests: currently we use PiRA to help inform our teacher judgements and their diagnostic question-level analysis tool; White Rose Maths termly and end of year assessments are used due to their focus on both arithmetic and the application of the children's reasoning skills.

Unaided or largely independent pieces of writing

Annual reviews for children with an Education and health care plan (EHCP) or Statement of Special Educational Needs and Disability (SEND)

Recording assessment against objectives taught within each curriculum area

Children in Reception will be assessed against the Early Years Framework. Those in Year One who are not yet accessing the National Curriculum, will be assessed using Cherry Garden from Tapestry; children in Year Two and above will have their progressed measured using the P-Scales until they can access the National Curriculum.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Assessment is an ongoing process, using a variety of sources, for example verbal or written feedback to children. Summative assessments will usually be carried out termly or annually although certain circumstances may require this to be amended.

Data is used to help plan and deliver quality teaching to ensure children make good progress and achieve their full potential.

The SLT analyse the data termly and identify children who may not have made as much progress as expected and are highlighted as children who may need further support to enable them to make the best progress.

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 Special Educational Needs and Disability Co-ordinator (SENDCO) or Speech and Language Therapy. The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.

To reduce teacher workload, numerical data is entered only at the end of each term. The SLT analyses data summaries to check progress of each class/ year group against targets set and to check how vulnerable groups are performing.

The Fischer Family Trust is used as a target setting tool and to support individual pupil progress and expectations. All staff use FFT to set and monitor cohort or individual pupil targets in core subjects.

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

Information is shared and discussed at key stage meetings and staff meetings where staff are updated on children's progress. Additionally, the moderation process is done across the school with other classes/age groups and, where possible, with other schools to share best practice and inform teacher judgements.

6. 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. 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 SEN Support Plan reviews, Personal Education Plan (PEP) reviews and Annual Reviews for children with Statements of SEN or EHCPs.

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 assessment guidelines from the National Curriculum Authority (NCA).

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. Children in Reception will be assessed against the Early Years Framework. Those in Year One who are not yet accessing the National Curriculum, will be assessed using Cherry Garden from Tapestry; children in Year Two and above will have their progressed measured using the P-Scales until they can access the National Curriculum.

8. Training

Continuing professional development may take various forms including the provision of direct face to face training and online training. The SLT will ensure that best practice is shared and endeavor to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims

and principles outlined.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing body. All teaching staff are expected to read and follow this policy and the SLT are responsible for ensuring that the policy is followed.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, learning walks, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- SEND Policy
- Teaching and Learning Policy

Written: March 2021

To be reviewed: June 2022