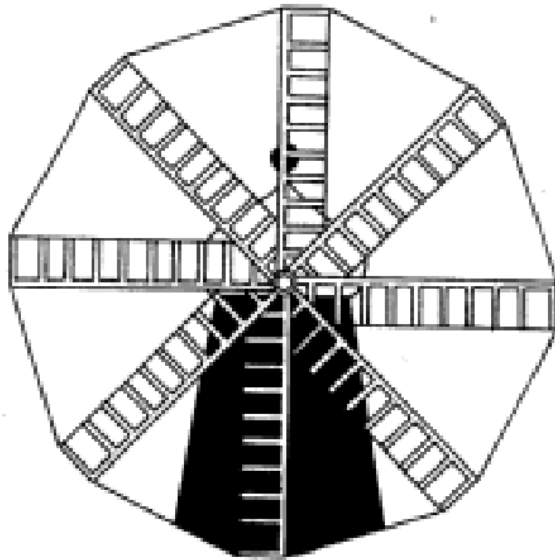


Assessment Policy

Heckington St. Andrew's Church of England Primary School



Approved by:

Curriculum & Standards Committee

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1. Aims

The aims of this policy are 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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The aims of assessment are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

4. Assessment approaches

At Heckington St. Andrew's Church of England Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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

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

The school will measure **attainment** through the use of formative assessment linked to age related expectations within three bands of attainment:

1. Working below age related expectations;
2. Working at age related expectations;
3. Working at greater depth within age related expectations.

This will be recorded in partnership with the children through the use of a Learning Journey for English and Maths in Key Stage 2. Both subjects have been broken down into strands to enable the children to focus on what they have achieved; their next steps in their learning and for teaching staff to have small, clear steps of attainment.

Learning Journeys can be filled in through whole class sessions, guided groups or individually both with class teachers and teaching assistants. They can be filled in by staff and children.

For a statement to be achieved and highlighted, it must be achieved on three different occasions including at least once independently across the curriculum. The statement should be ticked twice to show it has been achieved and then highlighted. When highlighted, the short date should also be recorded. For tracking purposes, there will be a different colour for each year group.

The Learning Journey will be used:

- to record attainment;
- for discussions with parents;
- as a guide for children to identify next steps in learning;
- to set targets e.g. children's profiles.

It is not expected that a teacher will complete a teacher copy of the Learning Journey for each child unless they choose to do so. However, this could be beneficial in areas such as Guided Reading.

Learning Journeys will be monitored by subject leaders and the headteacher. It is expected that children will be familiar with both their achievements as well as their next steps in learning in English and Maths.

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

Over the year the school will carry out three checkpoints for Key Stage 1 and 2 (November, March and June). These assessments will help to give an accurate picture of progress relating to the children's attainment.

Over the week the children will complete maths, reading, grammar and spelling papers relevant to their year group. For writing, the evidence will be gathered from the children's writing over the year.

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. Reporting to parents

Assessment data will be reported to parents through parents' evenings annual reports.

The annual reports to parents will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record which will include:
 - The total number of possible attendances for that pupil, and

- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

6. 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.

7. Training

Teachers will be kept up to date with developments in assessment practice through regular professional development including attendance on relevant courses, which will enable them to develop and improve their practice on a regular basis.

All teachers will take place in regular moderation both within school and with other schools in our local cluster. This will ensure accuracy of our judgements and will ensure a good understanding of assessment and assessment practice.

The Assessment Leader will be responsible for ensuring that staff have access to continued professional development opportunities on assessment.

8. Roles and responsibilities

8.1 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

8.2 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

8.3 Teachers

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

9. Monitoring

This policy will be reviewed biannually by the Curriculum and Standards Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Assessment Leader is responsible for ensuring that the policy is followed.

The Assessment Leader and SLT will monitor the effectiveness of assessment practices across the school, through:

- Moderation (internally and with other schools)
- Lesson Observations
- Book scrutinies
- Pupil Interviews
- Pupil Progress Meetings

10. Links with other policies

This assessment policy is linked to:

- Curriculum Policy
- Early Years Foundation Stage Policy and Procedures
- English Policy
- Maths Policy