



ST DUNSTAN'S, CHEAM, C of E PRIMARY SCHOOL

Policy Subject: ASSESSMENT

Date: January 2020

Review Date: January 2022

Vision Statement

'St Dunstan's – a thriving Christian school, guided by the Good Shepherd, founded on faith, inspiring the best in everyone.'

At St Dunstan's we celebrate:

- Excellent achievement and progress in all that we do
- Learning for life in all its fullness
- Christian values alive within our school
- Being at the heart of our community

RATIONALE

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

AIMS and PRINCIPLES OF ASSESSMENT

We aim to ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching and learning, underpinned by our growth mindset belief, is supported and informed by high quality effective formative (ongoing) assessment.
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting individuals, groups and cohorts progress, attainment and wider outcomes.
- attainment and progress information guides teachers' planning, strategies and use of resources and plan intervention
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils, parents and the Governing Body.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.

- assessment is inclusive of all abilities.
- a range of assessments are used including ‘Day to Day In-School Formative Assessment’, ‘In School Summative Assessment and ‘Nationally Standardised Summative Assessment
- a consistent approach is used to measure progress towards and against national standards

Delivery

At St Dunstan’s, Cheam, C of E Primary School, we use three broad overarching forms of assessment: ‘Day to Day In-School Formative Assessment’, ‘In-School Summative Assessment’ and ‘Nationally Standardised Summative Assessments’. Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Test materials are used to support teachers in making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Day-to-Day in-school formative assessment

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities), resources or extension (enrichment activities to deepen understanding) as necessary in order for all children to progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through day-to day in-school formative assessment, we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve;
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations;
- follow day-to- day assessments record and report progress to parents providing them with a broad picture of where their child’s strengths and weaknesses lie and what they need to do to improve.

A range of ‘Day-to-Day In-School Formative Assessments’ will be used including, for example:

- reference to assessment of targets in Reading, Writing and Maths (Target Tracker targets for reading and maths and Sutton’s writing checklist for writing);
- using Mathletics;
- making use of rich question and answers;
- marking of pupils’ work, particularly using 3 ticks (levels of success) and next steps (development/ improvement areas);
- observational assessments;
- regular short re-cap quizzes;
- scrutiny of work for pupil attainment and development;
- discussions with children;
- quick recap questions at the start of the lesson;
- pupil self-assessment e.g. three ticks, self-marking against agreed success-criteria;
- opportunities for pupils to make their learning visible eg on mini-whiteboards
- peer marking;
- response to marking;
- verbal feedback;
- pupil conferencing.

We ensure consistency in teacher assessments by:

- agreeing details of criteria
- moderating within year groups termly
- joining local authority moderation activities
- feeding back

‘In-School Summative Assessment’

In-school summative assessments will be used to monitor and support children’s performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to analyse trends of success and areas to develop; to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. They are also used to set targets for pupils and form part of the teacher’s performance targets.

A range of ‘In-School-Summative Assessments’ will be used including, for example:

- end of year tests;
- short end of topic or unit tests or tasks;
- reviews for pupils with SEN and disabilities;
- half termly pupil progress meetings to identify successes and areas where individual children need intervention.

Half termly assessment relating to the National Curriculum age related expectations (e.g. 1s, 2b+) reported on Target Tracker for Reading, Writing and Maths together with the combined scores.

Termly assessment relating to the National Curriculum age related expectations (e.g. 1s, 2b+) reported on Target Tracker for foundation subjects.

End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

Key Groups All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups include: Boys and Girls, Pupil Premium, SEND and EAL, middle- and high- prior attaining groups

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted’s discussions, when making judgements about the school’s performance.

A range of Nationally standardised summative assessments will be used:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- Multiplication Tables Check in Year 4

- National Curriculum tests at the end of Key Stage 2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education 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.

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands,' (Band 1-Band 6) which will be divided as follows: Beginning/Beginning+/Within/Within+/Secure/Secure+

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on child's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Marking and Feedback Policy and Home School Agreement.

Early Years Assessment

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Within 6 weeks of the child starting they will be given a 'baseline' assessment. On entry to the Nursery or Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Expected Standards for Early Years are;

Nursery 30-50 months = In line with ARE (Age Related Expectations)
 22-36 months = Below ARE
 Any other lower age band below = Significantly below ARE

Reception 40-60 months = In line with ARE (Age Related Expectations)
 30-50 months = Below ARE
 Any other lower age band below = Significantly below ARE

Formative Assessment will take place throughout the early years. As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPADS, using the 2Simple program. Data is recorded using Target Tracker.

Parents

Parents are included in their child's learning journey via Homework, 'Express to Parents' events, Notice boards and the Website. Parents are also able to view their child's Learning Journey at any time. Direct contributions to the Learning Journeys are encouraged during the EYFS by using our 'Parent voice slips' which form an important element to the learning process.

We have 2 formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents have the opportunity to discuss them with the teachers. At the end of the Summer term we have an informal open afternoon where children can share their work with their parents.

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data
- Be 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
- Hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher: Ensure the policy is adhered to

- Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Prioritise key actions to address underachievement
- Report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts

Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning

Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning

Parents/Carers: Support children with home learning (see Home/School agreement)

Training for staff

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction programme. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the Target Tracker school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and will 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.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Curriculum Committee. The Assessment Leader will monitor the effectiveness of assessment practices across the school through moderation, lesson observations, book scrutinises and pupil progress meetings

Links with other policies

This assessment policy is linked to the teaching and learning policy and the EYFS policy and procedures.