

ST WERBURGH'S CHURCH OF ENGLAND PRIMRY SCHOOL

ASSESSMENT POLICY

Written: Summer 2020

Review Due: Summer 2021

Rationale and Intent

ACHIEVE,BELIEVE,TOGETHER: Assessment is integral to ensuring that teaching and learning are working well and that all our children are benefitting from a deep and rich education, enabling them to be the best that they can be and knowing their place in God's world. Our assessment system supports our pupils' learning journeys in knowing more, remembering more, deepening learning, drawing on prior knowledge and gaining skills in order to master concepts and flourish within their own community and beyond. Assessment forms the basis for planning the next educational steps in response to our pupils' needs. It seeks to provide pupils, teachers, leaders and parents with the necessary information to support continued progress across the full National Curriculum. Our assessment systems encourage pupils to have high expectations and develop personal resilience as they embrace mistakes and challenges as part of the learning process. The implementation of this policy is the responsibility of all staff.

Different forms of Assessment

- Assessment for learning (formative assessment) is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on subsequent teaching and learning.
- Assessment of learning (summative assessment) occurs at predefined periods of the academic year: AP1, AP2 and AP3. Teachers use summative assessments to benchmark pupils and to determine attainment against a year group's programme of study objectives.

STATUTORY ASSESSMENT

Early Years Foundation Stage

- Assessing the children's levels of development takes place against the Early Years' Profiles (17 aspects four times per year). There is also the new statutory baseline test.
- At the end of the year levels are established and determine if children are Emerging, Expected or Exceeding for each aspect of the EYFS Profile. We also report those pupils who achieve a Good Level of Development for attaining Expected or Exceeding levels in all aspects for the areas: Personal, Social, Emotional Development, Communication and Language, Physical Development, Literacy and Mathematics.

Year 1 Phonics Screening Check

- All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Key Stage 1 lead. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. Results are included within the Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. The threshold is subject

to change on an annual basis and the school is informed of this after the test. If, in the opinion of year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

Year 4 Times Table check

- Pupils in Year 4 will be expected to recall their multiplication tables fluently in the summer term using an online check.

Standard Assessment Tests (SATs)

- Children in Year 2 and Year 6 sit SATs during May each year. These tests cover the content taught by the National Curriculum. At the end of Key Stage 1 (Year 2), pupils will take SATs in reading, maths and grammar, punctuation and spelling (GPS). They will also be assessed by their teacher on writing and science. At the end of Key Stage 2 (Year 6) pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessment for writing and science. Children are expected to reach the national standard in both Year 2 and Year 6. This is a particular score that reflects where the Department for Education thinks children should be by that stage of their education.
- For pupils working below the national curriculum assessment standard teachers must use the pre-key stage standards to make statutory teacher assessment judgements at the end of KS1.

ASSESSMENT POINTS IN SCHOOL

- There are 3 assessment points (AP1, AP2, AP3) in the year where teachers report pupils' attainment initially to the Headteacher and these are then reported to Governors and DDAT.
- These results are uploaded on to FFT Aspire online by Key Stage Leads and SLT in order to track pupils towards targets that have been set and identify individual, group or cohort issues to be addressed.
- The language of FFT is used for assessment and is related to Greater Depth, Expected Standard, Working Towards and Below

The assessments we use at St Werburgh's to inform attainment at the Assessment Points are relevant to each year group and are as follows:

Maths

- End of term assessments are set based on what has been taught and what the pupils should know at that point in the year, or for some of our year groups (where relevant) end of past Key Stage assessment papers are used.

Writing

- We assess the pupils' writing that they have done through the year, up to the assessment point, against the end of Key Stage Writing Standards (and standards that have been written for Year groups 1,3, 4, and 5 which are based on the curriculum expectations). Moderating the writing in teams, whole school and cross schools is part of the assessment process. The academy provides our school with opportunities and support for "cross school moderation".

Spelling, Grammar and Punctuation

- Rising Stars Assessments or end of past Key Stage assessment papers are used where relevant.

Reading comprehension

- Rising Stars or end of past Key Stage assessment papers are used where relevant.

ASSESSMENT OF LEARNING ACROSS THE CURRICULUM

- Through work done in all lessons teachers will gather information, provide feedback to pupils and use this information to inform further teaching. (also see the Marking Policy)

Assessment of Foundation subjects

- Pupils' previous learning will be assessed at the beginning of new topics. A sequence of lessons will provide the teacher and pupils with information in order to assess a pupils' depth of knowledge at the end of a unit. Pupils and teachers will use Knowledge Organisers so that key concepts, vocabulary and knowledge are learned and assessed.
- RE, French, ICT, PE, and Music have assessment systems for teachers to assess key knowledge and concepts that may not be shown on the knowledge organisers.
- Teachers report pupils' attainment of the Foundation subjects to coordinators at the Assessment Points, 3 times a year, and this information is reported to the Headteacher for further analysis.

Other assessments in Maths

Maths assessments are carried out at the end of units.

Daily assessments take place in the form of (10 for 10 – 10 questions in 10 minutes) to revisit and assess previous concepts.

Target Tests: assessments of particular focus where intense teaching has taken place through the year.

Other assessments in English

Weekly Spelling tests – linked to the phonics, the statutory lists or to the weekly spelling activities. The tests and results are collated and included in the reading diary where the parents and pupils can see progress.

SEN AND INTERVENTION

- When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the SEND support stage of the Code of Practice an individual Education Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.
- For pupils working significantly below Age Related Expectations (ARE) due to aspects/ attributes of SEND, we use PIVATS to tailor the curriculum to the needs of the pupils. Through PIVATS, assessment is broken down into smaller, more achievable steps which can be used as targets.

- Through the year assessments will be collated from pupils who are set specific targets through SEN and intervention programmes. This will ensure that pupils are making progress towards the targets set.

MONITORING, ROLES AND SUPPORT FOR ASSESSMENTS AT ST WERBURGH'S

- Assessments made by teachers and TAs are supported and based on by what is set out in the National Curriculum. Knowledge Organisers also provide support with this.
- Results analysis and action: results are analysed by coordinators, Headteacher and SLT – this analysis informs us of any intervention/changes to teaching that needs to be out in place etc in order to ensure all pupils are meeting the targets that have been set.
- Pupil Progress Meetings: take place 3 x per year and following these meetings intervention/action and changes are put in place to ensure all pupils meet their targets set.
- CPD (Continued Professional Development): a range of CPD will be delivered to ensure that staff are up to speed with current assessment systems required to be used in school.
- Moderation and Standardisation: internal and external moderation meetings will take place to ensure that assessments are rigorous and consistent. In writing, exemplifications of writing from the DFE will be used for Standardisation and moderation of writing will take place at least before each assessment point in the year.

REPORTING ARRANGEMENTS FOR ASSESSMENTS

- Teachers will report assessment findings to coordinators, Headteachers and parents.
- Parents will receive information regarding their pupils' assessed attainments and targets at parents' evenings.
- Results from formal assessments including EYFS (attainment as Emerging, Expected, Exceeding in all aspects of the Early Years Profile and a description of children's Characteristics of Learning), SATS results, Phonics Checks, Times Tables Checks will also be reported to parents.
- Yearly reports will report on attainment in all subjects taught.
- Parents will be contacted/invited to other meetings regarding progress and attainment towards targets for SEN and sometimes with regards to intervention programmes.
- The Headteacher will report to Governors at the Standards meeting.
- The Headteacher and SLT will discuss assessment results with our DDAT SIO