

St Andrew's Church of England Primary School



With faith, hope and love we can achieve greater things.

St. Andrew's - a Good Samaritan School. Making a difference so all can flourish.



***Assessment Policy
September 2022 - September 2024***

St Andrew's CE Primary School aims to enrich teaching and learning by using effective assessment techniques. Effective assessment allows the teacher to build a picture, over time, of the child's progress and achievement. This on-going process informs subsequent stages of the teaching and learning process. We feel that this, along with hope, faith and love, will allow our pupils to succeed. Assessment is an integral part of teaching and learning. It is the process through which pupils' attainment and progress are recognised and is used to improve learning.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs, to evaluate the effectiveness of teaching in enabling learning and motivating pupils.
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions, agencies and employers.
- Accountability - to enable teachers to show how they are fulfilling their aims and meeting school requirements.

Aims:

- ✓ To provide a broad and balanced curriculum that pupils are assessed against;
- ✓ To ensure continuity and progression through appropriately planned teaching and learning activities;
- ✓ To ensure efficient and effective assessment systems are used to facilitate the recording and reporting of pupils' progress and attainment;
- ✓ To support Assessment for Learning (AfL);
- ✓ To provide support for governors, teachers, support staff and parents/ carers;
- ✓ To ensure that pupils are involved in the assessment process;
- ✓ To use assessment techniques to support the principles outlined in the teaching and learning policy;
- ✓ To monitor assessment by analysing the information and then setting targets for improvement so that accelerated progress is made (both at pupil and whole school level).

Assessment for Learning (AfL)

Assessment for learning involves the use of formative classroom assessment to improve the quality of teaching and learning. This should not be confused with Assessment of Learning which measures what learners already know or can do.

For AfL to be successful, it needs to be embedded in the teaching and learning process. If this is effective it will raise pupils' progress and attainment.

Key features of AfL

- ✓ Sharing of the learning objective (WALT - we are learning to);

Pupils will be taught to recognise the difference between the task and their learning. To support this, teachers will explain clearly the reasons for the lesson and how it builds on previous learning.

- ✓ Sharing of success criteria (WILF - what I'm looking for);

Teachers will include WILF on planning, they will share and discuss WILF with the children and they will refer to the WILF throughout the lesson so that children understand how they can be successful in their learning. WILF can be shared verbally, written in the pupils' book or displayed in the classroom.

- ✓ Effective and timely feedback so that children know and can identify their next steps;

See feedback policy.

- ✓ The use of self-reflection so that pupils can highlight their successes and areas for development;

Teachers will note opportunities for self-reflect on the planning. Pupils will be taught how to effectively self-reflect, if appropriate to age, (linking comments to the WALT or WILF to explain what they have succeeded in or what they need to improve). Self-reflection may take the form of smiley, sad or straight faces (or traffic light colours) accompanied by a written comment by the child that refers to their success in relation to the WALT/WILF (according to the child's age and stage).

- ✓ Adjustment of planning so that prior learning is taken into account;

- ✓ Reshaping/adjustment during lessons taking into account children's understanding/misconceptions;
- ✓ The analysis of teacher assessments so that pupils, that are not progressing/ achieving as they should, can be identified and interventions can be put in place;
- ✓ Ensuring that pupils are aware of their stage and targets;
- ✓ Evaluates individual, group and class performance so that good practice can be shared and areas of improvement can be identified;
- ✓ Ensures that time is given for children to reflect on their learning;
- ✓ The use of effective questioning.

Teachers may use questioning to identify what children know, to identify what children have misunderstood or to extend pupils learning. Effective questioning will be differentiated so that more able pupils are asked higher order questions to deepen their understanding.

Impact of AfL on the learner

If AfL is used effectively, pupils will have an increased awareness of what their successes and next steps are. The sequence of teaching will meet the needs of the learner. Ultimately it will allow them to make accelerated progress.

Planning

Long Term Plan (LTP)

- ✓ Maps progression throughout the school so that key skills are developed according to National Curriculum expectations;
- ✓ Is broad and balanced;
- ✓ Identifies assessment priorities;
- ✓ Identifies the end of year & statutory assessments to take place;
- ✓ Informs medium term planning (MTP).

Medium Term Plan (MTP)

- ✓ Maps progression for the class according to National Curriculum;
- ✓ Contains clear, succinct WALT that builds on prior learning;
- ✓ Identifies learning outcomes;
- ✓ Identifies assessment opportunities.

Short Term Plan (STP)

- ✓ Maps progression of individuals/ groups of children according to National Curriculum;
- ✓ WALT builds on previous learning and identifies next steps where appropriate;
- ✓ Identifies differentiated WILF where appropriate;
- ✓ Indicates practice and application tasks where appropriate;
- ✓ Identifies support (resources and support staff);
- ✓ Identifies SEN targets where appropriate.

Assessment of Learning (AoL)

AoL measures what learners already know or can do. Techniques used for this summative assessment are:

- ✓ Statutory assessments and/or equivalent end of year tests;
- ✓ Termly teacher assessments;

Teachers have a clear understanding of the Age Related Expectations (ARE) and take part in regular moderation activities;

Pupils and parents are aware of the Age Related Expectations (ARE), where they are/ their child is working at and how tests support teacher assessments;

Teachers engage in analysis of assessment data and use this information to adjust their teaching and learning.

Summative Assessments

Teachers give their pupils summative assessments at the end of topics to check on their learning and understanding. At the end of a unit of English work a 'hot' write is produced and this is assessed against pre-determined success criteria.

Statutory Assessments

As well as the end of topic/unit of work assessments sat by all of our pupils, there are assessments set by the DfE. These comprise of:

- ✓ Early Years Foundation Stage Assessment Arrangements
- ✓ Year 1 Phonic Check (usually in June)
- ✓ Y4 Multiplication Check (usually in June)

- ✓ End of KS1- all pupils in Year 2 (Usually throughout May);
- ✓ End of KS2- all pupils in Year 6 (Usually one week in May).

Recording

To ensure assessment is effective and informative, teachers will keep up-to-date records for each pupil for 'I can' targets and Reading Assessments against the reading domains. These will be kept in the class assessment file and used to inform future teaching and learning. At the end of the year, teachers will pass this information up to the next teacher.

Reporting

Teachers will write an annual report for parents/ carers to inform them of the progress and attainment of their child. It will also identify next steps so that they have an awareness of how they can support their child at home. The pupil will write an assessment of their own learning for the year and this will also be enclosed in the report. This is supplemented by termly progress reports at the end of the Autumn and Spring Terms.

Assessment data will be shared with the governing body on a regular basis to be analysed. Subject leaders will write termly reports to inform them of strengths, areas of development and actions for their subject. They may also be asked to discuss aspects of this further with the governors as required.

Assessment information used to inform school improvement

Teachers will:

- ✓ Analyse data to inform teaching and learning;
- ✓ Use summative assessments to inform their teacher assessments;
- ✓ Set targets and appropriate work for children identified on the provision map.
- ✓ Attended termly pupil progress meetings to discuss progress and targets

SLT will:

- ✓ Analyse data to identify patterns or isolated concerns;
- ✓ Use data analysis to set targets for improvement;

- ✓ Use data analysis to inform the monitoring timetable;
- ✓ Monitor the compliance and impact of the assessment policy through lesson observations, book scrutiny, learning walks, data analysis, planning scrutiny etc.

Termly Assessment Arrangements and Procedures

At the end of each term teachers record a 'Teacher Assessment' for reading, writing and maths for each pupil in their class. This indicates whether a pupil is working below age-related expectations (ARE), at ARE or above ARE.

In EYFS a 'Teacher Assessment' is made at the beginning and end of each term against the Prime and Specific areas of learning and in the final term of Reception the children are assessed against all 17 of the Early Learning Goals. Children are assessed to be 'on track' or 'not on track.'

In EYFS a curriculum is delivered that is tailored to our school and the children are assessed at the end of each term against specific objectives related to the term's learning. Some children attend our school nursery for more than 3 terms. For these children they are assessed as described above for their final three terms. The terms previous to this consist of a baseline assessment and an end-line assessment as well as half-termly assessments using the Leuven Scales and 'long observations.'

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Date of next review: September 2024