



# Chandos Primary School

## Assessment Policy



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### 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

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

At Chandos we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

Assessment can be formative (through ongoing observations, discussions, informal feedback and questioning of pupils) when:

- It allows teachers to recognise broad achievements – social, personal as well as academic
- It enables judgements to be made over time and in a range of contexts
- It provides information which should inform whole school planning; planning for particular classes or groups of pupils; and the planning of specific activities for individuals and groups
- It allows teachers to monitor progress and plan for developments
- It enables teachers to gather evidence of attainment in relation to the National Curriculum and it fuels their summative judgements

Assessment can be summative (through more formal testing or assessments) when:

- It helps us monitor and support our children's performance and provides us with information about how well children have learned and understood a programme of work over a period of time, providing feedback on how they can continue to improve.
- It helps us to monitor the attainment and progress of pupil cohorts and groups.

Assessment can be diagnostic when:

- It helps teachers to diagnose weaknesses and identify strengths, particularly for pupils with special educational needs and specific needs.

Assessment can be evaluative when:

- It gives teachers feedback on the effectiveness of their teaching style and the organisation and content of the curriculum;
- It yields evidence for an external monitoring process.

Assessment...

- Is about measuring actual achievement not potential or ability
- Is central to the learning process
- Is an integral part of teaching and learning
- Is part of normal daily classroom activity
- Is not a bolt on addition at the end of a learning activity, but thought about during planning
- Should not be formed around de-contextualised activities
- Can be diagnostic and formative providing a basis for decisions about pupils further learning needs and enabling children to learn more successfully and teachers to teach more successfully
- Should be positive – emphasising success rather than failure
- Could be oral and practical
- Can involve pupils in self-assessment
- Should be the product of whole staff consultation
- Should be known and used by all staff, pupils and parents
- Must be inclusive of all learners, irrespective of their needs

### 4. Assessment approaches

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

Our school approach includes:

- Regular verbal feedback to learners during the lesson
- Well pitched and challenging questioning of learners in class
- Personalised marking and written feedback to a learner, during or after a lesson
- Opportunities for children to peer assess each other's work and give feedback
- Opportunities for children to self assess their learning and identify their own next steps
- Opportunities for children to edit and self correct their learning - with support and independently

#### 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

Our school approach includes:

- Half termly assessment in phonics, reading, writing and mathematics are conducted
- Teachers assess children as **emerging**, at **expected** standard, or working at **greater depth** within the age expectations for the child's year group in reading, writing and maths
- If a child is working below their year group expectation they may be assessed as **working towards** the expectations or, in exceptional circumstance, **working below the key stage** expectation.
- Half termly analysis of the child's attainment and progress is conducted through a Raising Achievement Plan (RAP) meeting. Strengths and areas for development are identified and a plan for teaching and support is agreed with the teacher, their Phase Leader and the SEND/Pastoral support team. This plan is evaluated and reviewed each half term.

#### 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 - submitted in June.
- Phonics screening check in year 1 and re-screening for year 2 pupil previously below the phonics standard in year 1 - conducted and submitted in June.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6) - conducted and submitted in May.

## 5. Collecting and using data

- Half termly check points (6 over the year) are used to collect teachers judgements, supported by summative information, and recorded on Scholar Pack
- Analysis of pupil and class achievement gives consideration to potential difference in performance by gender, level of social disadvantage, acquisition of English (English as an additional language), higher ability/gifted children and those with Special Educational Needs or Disabilities.
- Data on pupil progress and attainment is reported to governors through the termly meeting of the Standards and Improvement Committee

## 6. Reporting to parents

- Pupil progress and attainment is reported to parents at three termly parent evenings (October, February and July).
- Parents receive a written report to parents in July which is shared with them and discussed with the class teacher on the July parents evening. This 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 behaviour and engagement with school life, including their commitment to our school values
  - 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 expressed as a percentage of the possible attendances

## 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.

## **8. Training**

Since 2014 schools have been allowed to develop their own policy on assessment within a broad framework set down by the DfE. This has required ongoing whole staff discussion, trial and development of our procedures and expectations. This is an ongoing process of self review.

Teachers have a range of opportunities to ensure they have the capacity to accurately assess the achievements of children in their care and effectively identify their next steps for learning. These include:

- Regular in school moderation of judgements led by Phase and Curriculum leaders
- Regular inter school moderation of judgements within our family of academies, through the Elliot Foundation Academies Trust (TEFAT)
- Regular review of assessment through training in school, either as a team or individually
- Half termly review of assessment procedures through the Raising Achievement Plan meetings.
- Senior staff attending TEFAT Special Interest Group on Assessment, which meets termly. Actions and advice are fed back to the teaching team.
- Participation in regional moderation events for end of KS1 and KS2 and Early Year public assessments.

## **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 bi-annually by all teaching staff and shared with Standards and Improvement Committee.

All teaching staff are expected to read and follow this policy. Phase Leaders are responsible for ensuring that the policy is followed.

Phase and Curriculum Leaders, under the leadership of the head teacher will monitor the effectiveness of assessment practices across the school, through regular and robust moderation, lesson observations and learning walks, book scrutinies, pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- English Policy
- Maths Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy
- SEND Policy

Policy reviewed and adopted by Governors Nov 2018

Signed \_\_\_\_\_ Chair Standards and Improvement Committee

To be reviewed Nov 2020