



St Barnabas Primary School



St Barnabas
C of E Primary School

POLICY DOCUMENT

Title: Assessment
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The key purpose: Supporting monitoring and assessment
Lead Staff Responsibility: Kate Robertson
Governing Body Responsibility : Curriculum Team
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St. Barnabas CE Primary School & Green Lane Pre-School

Christian Vision and Aims statement

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-

school **all people** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and nurture each child as an individual:
developing resilience, independence, and an understanding of what they bring to
the world;*

*Create a rich, stimulating environment where achievements are celebrated
and team work and co-operation are expected;*

Promote high expectations and self-confidence for each individual;

*Ensure each child strives towards excellence supporting those who find learning
difficult and challenging the most able children;*

Develop and foster motivation for learning and enthusiasm for life;

*Promote a sense of belonging and build outstanding relationships between school,
home, church and the wider community.*

Help every person understand their unique purpose and place in God's world.

Assessment Policy

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

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

At St Barnabas, we use the Early Years Foundation Stage statutory Framework (Sept 2021), Development Matters Non-Statutory curriculum guidance (July 2021) and the National Curriculum (2014) as a starting point for all our Teaching and Learning.

Purpose of assessment

- To enable the school to fulfil its statutory obligations.
- To inform future priorities for the school.
- To inform teacher's planning.
- To involve the learners, so that pupils are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively.
- To use a wide range of assessment techniques.
- To provide intelligible and meaningful information to parents.
- To keep records which are meaningful, consistent, useful and manageable.
- To raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards.

Our Assessment Approaches

We use 3 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 approaches link directly to our feedback policy; as a school we use marking and feedback, questioning, self and peer-assessment and/or observations.

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

In Reception we assess against the new EYFS framework and update individual profiles at regular intervals through the year.

We assess all Reception and Year 1 & 2 pupils to identify phonic knowledge and reading skills. In KS1 we assess maths termly to see progress against units of work completed.

In KS2 we assess all pupils at the end of each term using PIRA and PUMA assessment material and the associated analysis materials. For pupils with SEND needs we tailor our approaches to assess the aspects of the curriculum that they have been working on. Any older pupils who have not achieved the expected standards in phonics will also be regularly assessed for phonic knowledge and progress.

All assessment information is used by teachers to inform planning, next steps in learning and any gaps in learning which need to be addressed.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders including the governing body** 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
 - Multiplication Tables Check in Year 4
 - National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

How do we collate assessments?

- Formative assessments of pupils are stored on our electronic assessment record keeping system **iTrack**, along with class record books, annotations in pupils' books and summarised in the form of individual targets. This information is readily available to SLT, team leaders and subject co-ordinators.
- Summative pupil assessment information is recorded on iTrack and is monitored through the year.
- Built into the school year are opportunities to collectively assess and report to the SLT on aspects of the core subjects that have been targeted as a result of analysis of assessment data. E.g. Key Stage and Phase meetings, moderation meetings.
- Each term all teachers attend Pupil Progress Meetings in order to review and identify interventions and ensure that staff have a clear view of what steps the class need.

Early Years Foundation Stage

We follow all assessment guidance as outlined in the Statutory Framework for Early Years Foundation Stage.

Assessment in the Early Years plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to

understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

In their interactions with children, practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Green Lane Pre-School

All children are allocated a key person who is responsible for collecting, collating and sharing regular on-going (formative) assessments. This is overseen by the Pre-School Leader and EYFS Co-ordinator.

In both settings EYFS observations are shared and contributed to by families using the Tapestry Assessment system.

Two Year Check

When a child is aged between two and three, practitioners will review each child's progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas.

End of EYFS

In the final term of the year in which the child reaches age five the EYFS Profile is completed for each individual.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. It includes the characteristics for effective learning.

The Profile reflects: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

We share the detailed outcomes and next steps for learning with the receiving Year 1 teachers and SLT.

Assessment Terminology at Key Stages 1 and 2

Following assessments, we record outcomes in iTrack.

We now use the terminology **Age Related Expectation (ARE)** for all children who are working at the appropriate curriculum year. For children working significantly above ARE in their understanding and application of knowledge and skills, Greater Depth (GD) term is used. For children working significantly below ARE in their understanding and application of knowledge and skills, Working Towards (WTD) is used. The following is not used in a linear way but as a broad descriptor for a child's attainment in a particular subject area:

WTD; ARE- ; ARE; ARE+; GD

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.

A very small proportion of pupils with SEND, who are working on very small steps of progress may be assessed using the Fort Royal Special School small steps document. This allows children with global or more severe learning difficulties to also demonstrate attainment and progress.

Reporting procedures

- We feedback to Parents during the Autumn and Spring Parent/Carer consultation meetings. Children's attainment and progress is discussed along with future targets. Parents will be informed if children are working at Age Related Expectation.
- Parents are sent copies of their child's annual report in July and are given the opportunity to discuss these reports with staff.
- Parents of Yr 2 and Yr 6 pupils also receive copies of their child's SATs results with their annual report.
- Parents of Yr 1 pupils are informed of the outcome from the Phonics Screening Check in the summer term.
- Parents of Yr 4 pupils are informed of the outcome from the Multiplication Check in the summer term.
- In addition, where a child is in need of closer monitoring and or more frequent feed back to Parents/Carers is required individual arrangements are made with class teachers and or the SENDCO.
- Team leaders feed back to the Head Teacher areas of strength and weakness.
- SLT members receive subject reports from core subject leaders and these are in turn disseminated to all teaching staff e.g. analysis of statutory SATs papers.
- Summaries are fed back to the Governing body e.g. via the Curriculum and Standards Team or Governor Development Meetings.

Roles and responsibilities

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

Head teacher

The head teacher 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

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy. Subject leaders are responsible for analysing and understanding the implications from assessment outcomes and using these to inform further improvement strategies.

Date to be reviewed: - Autumn 2022