



# **Assessment Policy**

## **2022-2023**

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## Statement of intent

At St Thomas' CofE Primary Academy, we believe that to facilitate high quality teaching and learning, a comprehensive assessment strategy is essential. We recognise that our pupils may have different initial starting points so we aim to regularly assess their current knowledge and attainment to plan their next steps for learning and to identify achievements against pupils of the same age nationally.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Through our assessment and reporting practice, we aim to:

- ensure:
  - common assessment processes of standardisation and moderation are consistent across school to enable accuracy in all aspects of teacher assessment;
  - systems are time efficient and manageable;
  - a range of assessment for learning strategies will develop pupil progress;
  - early identification of pupils and groups at risk of underachievement regardless of ability;
  - identification of areas of provision to be celebrated or improved;
  - quality learning outcomes that include purposeful, independent, choice-giving, extended, learning opportunities;
  - use of a common language for assessment which is underpinned by key skills and knowledge descriptors
- enable:
  - assessment to be accurate, accessible and based on a shared understanding that builds trust and confidence between the learners and between colleagues;
  - transparency and clarity;
  - consistency in tracking pupils' attainment and progress across all year groups;
  - recognition of individual achievements with the child at the centre of their learning;
  - encouragement of self-esteem and confidence in the learner;
  - identification of the next steps in learning for individual pupils;
  - rich Q and A conversations with learners to elicit and secure deep understanding of concepts and skills;
  - quality interactions and dialogue around learning with all members of the school community.
- support:
  - planning, teaching and learning;
  - transition between year groups, key stages and schools;
  - regular reporting to parents.

**In line with the new National Curriculum we want our children to:**

- Study fewer things in greater depth
- Be given more time to study at the right pace, to ensure deep, secure understanding of their learning
- Build and embed knowledge to fully understand key ideas, concepts and skills
- Be at the centre of assessment
- Be involved in their own assessment

## 1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- EYFS Policy
- Behaviour Policy
- Data Protection Policy
- The teaching and learning policy
- Individual subject policies
- Internal assessment policy

## 2. Roles and responsibilities

The governing board is responsible for:

- The overall implementation of this policy;
- ensuring that this policy does not discriminate against pupils, in accordance with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

The principal is responsible for:

- Ensuring internal assessment resources are available to deliver the assessments;
- Ensuring internal data is submitted and analysed;
- Ensuring moderation takes place to ensure a consistent approach and accurate data;
- Ensuring suitable supervision to deliver internal assessments

Teachers and support staff are responsible for:

- Tracking pupil's progress against the progression grids for knowledge and skills gained.
- Using professional judgement to assess whether a pupil is on track to meet end of year age-related expectations;
- Analysing the performance of individuals and vulnerable groups within their classes and using this to plan in ways that meets their individual needs.
- Mark assessments in line with teacher guides

- Work alongside other professionals to moderate to ensure accurate assessment data.
- Meet with subject leads and the SENCO to discuss pupils who are at risk of not making progress.
- Plan and carry out interventions to support pupils to make accelerated progress
- Record attainment on arbor or excel document
- Meet with parents/carers to discuss effort and attainment of individual pupils.
- Carry out formative assessments throughout the day and use this to inform planning.
- Assess writing at the end of each block in line with the marking and feedback policy.
- Assess attainment at the end of each curriculum subject block and use this to inform the next block of subject teaching.
- Assess individual progress during lessons and decide whether pupils require additional scaffolding to enhance outcomes.

The SENCO and inclusion team are responsible for:

- Ensuring trends of SEND pupils are monitored closely
- Providing scaffolding and provisions to ensure pupils can access learning
- Supporting teachers and support staff to scaffold work for SEND pupils
- Monitoring the effectiveness of interventions for SEND pupils

Subject leads are responsible for:

- Reviewing pupil standards to discuss attainment and progress including pupil progress meetings where appropriate.
- Monitoring how subjects are being assessed across the school
- Prioritising key actions to address underachievement of vulnerable pupils and key groups

### **3. Planning for assessment**

In English and maths, the block begins with a cold assessment (so long as it is appropriate) or investigative task to ensure initial starting points and key objectives for class teaching are identified as well as individual needs. Once the block is completed, a hot assessment will be completed to demonstrate the progress made. For other curriculum subjects, progression grids are used to assess pupils' knowledge held from previous year groups and their starting points for the block of learning.

Lessons are planned using big questions and key areas of knowledge with opportunities for ongoing assessment to take place throughout. Misconceptions and gaps in knowledge are identified and build into the next lesson to ensure a sequential building of knowledge.

### **4. Formative assessment**

At the start of each lesson, pupils are given the opportunity to retrieve knowledge from previous learning. This is done by but not limited to:

- Effective questioning

- Quizzes
- Peer discussion
- Class discussion
- Reading VIPERS retrieval quiz

The big question is shared with the pupils as well as key vocabulary and definitions. Throughout lessons, teachers and support staff use effective question to analyse pupils' responses and identify next steps for learning. Any gaps in knowledge and misconceptions can be identified and addressed within the lesson or fed into the planning for the next lessons.

Individual pupils who are identified as needing additional support may be provided with support from their peers, a member of staff or additional scaffolding to support them with securing the knowledge.

## **5. Self and peer assessment**

We firmly believe that self and pupil assessment has a big impact on learning. We use a wide range of strategies to support this which may include:

- Marking own work as teachers and support staff share the answers
- Discussing processes to get to a specific outcome
- Supporting a peer to ensure they achieve identified outcomes
- Reviewing successes achieved by an individual or group of pupils and suggesting a next step to progress further.
- Identifying when new vocabulary has been used through underlining or highlighting in blue.
- Saying what works and what needs to improve next time.
- Asking a pupil to take the role of the teacher and work with a peer towards an outcome.

## **6. Recording assessment**

We recognise various methods of assessing a child's learning which may vary from subject to subject. Therefore, to reduce unnecessary workload, we do not expect staff to record ongoing formative assessments and trust that they will adapt plans and provide the right level of support to ensure pupils make the best progress. Subject leads and the leadership team will carry out professional conversations during lesson drop-ins and monitoring to discuss how pupils are achieving and their next steps for learning.

At the end of each curriculum block, we will identify how pupils have achieved through a planned assessment task. This could be but not limited to:

- A quiz
- A presentation,
- A discussion
- A mind map

Once this assessment has been completed, pupils will be identified as working towards, working at or working above age-related expectations. A coloured sticker will be added to demonstrate the assessment:

- Working towards (WT)-Blue
- Working at (WA)-Green
- Working above (WG)-Pink

Assessments will be recorded termly for reading, writing and maths to reflect effort and attainment. They are recorded on the Arbor spreadsheets which are analysed by the leadership team and the maths and English lead.

## **7. Feedback to pupils**

Where possible, feedback is given in a timely way and 'live' marking is used within the lesson to enable pupils to act on it straight away.

The purpose of marking work and providing feedback includes the following:

- To celebrate success or to raise aspiration to promote future success
- To identify knowledge and understanding and next steps needed for improvement including self and peer assessment.
- To identify errors and give pupils the opportunity to address them
- To identify the next steps for planning

Any marking will follow the marking and feedback policy.

## **8. Reporting to parents/carers**

Parents are informed of their child's progress at the end of each term. In the autumn and the spring term, reading, writing and maths effort and attainment are sent out in a report. In the EYFS, progress against the key learning goals are reported. In the summer term, parents are informed of effort and attainment in all subject areas as well as next steps for reading, writing and maths. Any statutory assessment are reported to parents too. In the summer report, parents/carers are also informed on how pupils are achieving socially.

Each term, parents/carers are invited into school informally to look at children's work and see the progress they are making. There is also time to informally ask any questions there may be about a child's effort and attainment.

Each term, parents/carers have the opportunity to discuss a child's progress in a face-to-face or virtual meeting with the class teacher.

## **9. Summative assessment**

Pupils in reception class undertake the baseline assessment within the first six weeks they start in school.

In Year 1, phonics is assessed half-termly and they complete the phonics check at the end of the year. Pupils complete the Nfer tests in the spring and summer term.

Year 2 complete the Nfer tests termly and the KS1 SATs. Any pupil who did not sit or pass the phonics check will resit it.

In Year 3-5, pupils complete the Nfer tests each term

In Year 6, pupils sit practice SATs tests each half-term and complete their SATs in the summer term.

We do use other summative assessments for individual or groups of pupils to track progress towards a target which is recorded on their provision map.

## **10. Equality for all**

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. For example by providing a range of scaffolding and supporting pupils with verbal feedback and achievable targets.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

## **11. Moderation of standards**

All leaders moderate examples of children's work. Subject leaders use the progression grids based on age related expectations, to make judgements about the progress of the child.

Moderation of Maths and English is completed internally and externally with schools in the MAT in the spring and summer term. Professional conversations take place to ensure that we make consistent and accurate judgements about standards in our school based on a range of high quality evidence.

Subject leaders from the wider curriculum monitor and keep evidence of learning and attainment from a broad-range of abilities. This ensures that have a good understanding of current standards in their subject area.

## **12. Monitoring and review**

This policy will be reviewed annually by the principal or assessment lead.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is September 2023.