



Christopher Reeves Living Our Values

Assessment Policy

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Hinwick Road, Podington

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Date of next review: Jan 2021

**Governor Responsibility:
Learning and Outcomes Committee**

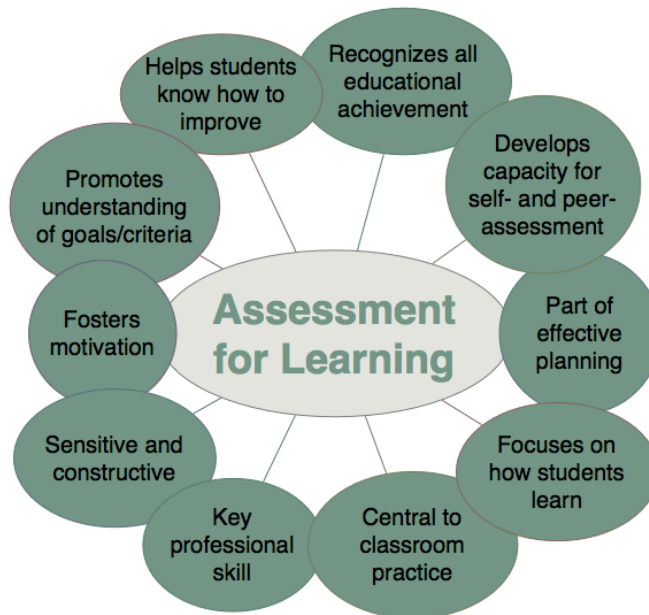
CHRISTOPHER REEVES C of E VA PRIMARY SCHOOL

ASSESSMENT POLICY

1 PRINCIPLES

Assessment for Learning

The key purpose of assessment is to move pupils on with their learning. Assessment should provide feedback to pupils, teachers and parents and help to map the children's progress and achievement through their journey of learning. Assessment for Learning (AfL) is a fundamental tool used by the school to ensure progress and to raise attainment.



Providing Feedback to Teachers

Continuous monitoring of each pupil's progress gives a clear picture of what pupils have remembered from their learning, what skills have been acquired and what concepts have been understood. This informs the teachers' planning, and helps them to reflect on what works well for each individual pupil.

Providing Feedback to Pupils

Regular feedback given to pupils helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Pupils become involved in raising their own expectations and are self-motivated when they can understand and articulate their successes and targets.

Providing Feedback to Parents

Reporting to parents through target cards, progress cards and with a full written report at the end of the year gives an ongoing picture of pupils' learning. These form the basis of discussion at parent consultation evenings and ensure that teachers and parents are working together for the benefit of the children.

Analysing Achievement Patterns

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

2 THE AIMS OF ASSESSMENT (see also MARKING AND FEEDBACK POLICY)

- To ensure progress and raise attainment
- To encourage, motivate and support pupils
- To enable children to reflect on their own progress and achievements
- To recognise achievement
- To identify and address gaps in learning
- To inform planning by teachers, subject leaders, SENDCo and school leaders
- To inform parents about progress
- To provide information to external agencies

3 FORMS OF ASSESSMENT

Formative Assessment

Teachers assess the pupils in their class on an ongoing basis. The Learning Objective and Success Criteria are made explicit to the pupils both verbally, displayed on the teaching whiteboard and if learning is being recorded in books, the learning objective is provided or written by pupils at the top of each piece of work.

Success Criteria are expressed in terms of what pupils Must, Should and Could do to demonstrate they have met the Learning Objective. This also helps the teacher to monitor the pupil's progress and give feedback to them. (See also **MARKING AND FEEDBACK POLICY**)



Formative Assessment happens through using:

- Questioning and discussion throughout the lesson in order to judge pupil understanding
- Regular opportunities to review learning against the success criteria throughout the lesson
- Observations (especially in EYFS)
- Written work
- Short tests planned into the regular cycle of learning, e.g. spelling tests

Summative Assessments

Assessments of pupils' attainment is carried out on a half-termly basis (except in EYFS where it is carried out on a termly basis) in order to track progress at an individual, group, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and is the basis of discussions in pupil progress meetings.

- In Reception, pupils attainment is judged against the age group bands of the Early Year Foundation Stage Profile
- In KS1 and 2, assessments are carried out in reading, writing and maths
- Teachers make judgements against the National Curriculum programme of study and identify how well children are progressing towards the Age Related Expectations (ARE)
- A computer-based assessment tool, Classroom Monitor, is used to generate a level of attainment and degree of progress
- Teachers check and may adjust the computer-generated level based on teacher judgment of individual pupils

Pupils also take national assessment tests as follows:

- Year 1 Phonics Check
- Year 2 SATs – reading, SPaG (optional) and mathematics standardised attainment tests; Writing and science are Teacher Assessed
- Year 6 SATS – reading, SpaG and mathematics standardised attainment tests; Writing and science are Teacher Assessed

From academic year 2019/20 there will additionally be:

- Year 4 Times Tables Check

Pupils completing their Reception year are judged against the Early Learning Goals (ELG), aiming to achieve a Good Level of Development (GLD) by achieving expectations in these five of the total seven areas:

- Personal Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics

Self-Assessment and Peer Assessment

Pupils are involved in their own assessment, as appropriate to their key stage by:

- Checking and redrafting work as part of their learning process
- Checking and offering suggestions to peers' work
- Responding to teacher feedback both verbally and in their workbooks
- Marking their own and other pupils' work
- Attending parent consultations

SEN and Diagnostic Assessments

Early identification of pupils with special educational needs is an essential element of ensuring we are meeting all pupils' individual needs. The school's SEND Policy gives details of the procedures for identification and assessment.

4 ASSESSMENT DATA

Data Analysis

The senior leadership use the assessment data provided by teachers each half term on Classroom Monitor to carry out an analysis. This also forms the basis of discussion at pupil progress meetings which are conducted at the start of every half term, to plan next steps, target support in class or provide specific interventions. In this way, the school can respond quickly to what the data is telling us, and check how successful targeted support or interventions are being.

Recording of Assessment Data

A variety of recording systems are used which are manageable and purposeful

- Teachers maintain their own paper recording system in class, which may include:
 - evaluation of individual lessons, for example, by annotating plans
 - written comments as part of marking in workbooks to indicate where pupils have provided evidence of their understanding
 - photo evidence & observation notes
 - EYFS Profile using the online tool Tapestry
- Teachers can transfer their records to Classroom Monitor, recording pupils' level of success against the curriculum statements, at anytime
- Teachers review the Classroom Monitor data at the end of each half term and produce a summary
- EYFS data is summarised at the end of each term
- The head teacher provides summary data to Governors each term, for the purposes of analysing data trends

5 ASSESSMENT MODERATION

As a small school with half form entry, it is particularly important that Christopher Reeves Primary School engages in moderation of pupils' work and teacher judgement beyond the school itself, as well as within the school. The moderation process uses guidance produced by Bedford Borough and national exemplars to compare judgements.

- Teachers across the key stages conduct book scrutiny and moderation exercises each term
- Teachers attend key stage / year group specific moderation meetings organised within the Chellington federation and by the North Bedfordshire cluster
- Teachers attend Bedford Borough Moderation events in EYFS, Key Stage 1 and 2

6 MONITORING AND EVALUATION

The head teacher will ensure this policy is implemented consistently throughout the school discussing and consulting with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

English, Maths and Science subject leaders will carry out monitoring on a termly basis and will carry moderation, book scrutiny and planning scrutiny as part of this process.

Foundation Subject Leadership will look at assessment practices within their subject as part of their annual monitoring of their subject.

SignedHead Teacher

.....Chair of Governors

Date January 2019