

# St Peter & St Paul CE Primary School



## Assessment Policy 2020-2022

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	July 2020	Mr Steve Ginn Head teacher
Agreed by Gover- nors	July 2020	Mrs N. Ford Chair of Governors
Lead:	SLT/Learning and Achievement Committee	
Review date:	July 2022	

### Our School Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

## **Rationale:**

We believe that effective formative and summative assessment provides information to improve teaching and learning. It also ensures that we have knowledge of each child's progress and attainment. We give children regular feedback, through marking, on their learning. We report to parents on their child's progress, attainment and development so that teachers, children and parents are all working together to raise standards. We pass on summative assessments to the child's next teacher, to allow the learning process to go forward.

## **Aims and objectives:**

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that reflects the needs of each child;
- to provide regular information for parents to enable them to support their child's learning;
- to provide the teachers, head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

## **Planning for Assessment:**

We use our school's curriculum overview to plan our teaching, which is informed by the National Curriculum (2014). This overview gives details of what is to be taught to each year group.

We set out our learning objectives in our short and medium term plans dependent on subject. We try to ensure that all tasks set are appropriate to each child's level of ability.

## **Formative and Summative Assessment:**

We recognise that formative and summative assessment is important to a child's learning. We have a whole school recording system in place, which allows for these assessments and ensures that information is passed onto the next teacher. We feel our system is practical, manageable and useful in planning the next stage.

The type of assessments we make varies from subject to subject and allows for teachers' own professional judgement. Formative assessment is used for all foundation subjects and based on teacher's assessments against the national curriculum objectives. In our school, formative assessment of Mathematics and Literacy takes place in many forms such as class observations, marking and feedback etc. and is an on-going daily and weekly process across the whole school. Formative assessments are intended to inform subsequent lessons.

Summative assessments take place each term for Reading, Writing, SPaG and Mathematics. These assessments feed into pupil targets and are discussed at pupil progress meetings. Year 2 and 6 complete regular practice of formal assessments during their lead up to SATs which helps to identify any gaps that need addressing in lessons. Years 3, 4 and 5 complete termly SATs style assessments to aid the monitoring of progress.

We use Pupil Asset to record all data on a termly basis. Teachers are responsible for inputting the data which is then analysed by senior leaders. The senior leadership team hold termly pupil progress meetings with class teachers to discuss attainment and progress of individual pupils. This process helps to identify target children for intervention and any gaps in provision.

### **Feedback to Pupils:**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking. This ensures we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we may write comments on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we usually relate this to the learning objective for the lesson. If we consider the objective has not been met, we try to inform the child. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

### **Target Setting:**

We set either numeric or statement targets for all children during the academic year. We discuss individual targets and communicate these to parents where necessary. We review the progress of each child throughout the three terms and at the end of the academic year, in order to set new targets.

We encourage children to set targets that are linked to their individual working habits. The children themselves are aware of their targets and the teacher and child review these on a regular basis. Targets are displayed and recorded in various ways across the school dependent on age.

We sometimes ask children to review their targets with their peers, because we believe this encourages them to work together and share evidence of progress.

### **Reporting to Parents:**

We have a range of strategies to keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

We offer parents the opportunity to meet their child's teacher twice a year. At the first meeting of the school year we may review the targets we have identified for children. At the second meeting of the year, we evaluate progress.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments about Literacy and Mathematics. In this written report we include a space where the children can offer their own evaluation of their performance during the year.

In reports for pupils in Year 2 and Year 6 we also provide details of their achievements in the national tests.

We offer parents of pupils in Year R the opportunity to discuss the results of Early Learning Goals with their child's teacher.

### **Consistency:**

We use the national exemplification materials to make judgements about children's work. Our teachers discuss these judgements, so that they have a common understanding of the expectations in each subject, at staff meetings. By doing this we ensure we make consistent judgements about standards in the school.

We hold regular moderation meetings within our school and with other schools in our Trust to ensure consistency and equality in our judgements. The formative assessment grids that are used in our school for Literacy and Numeracy are agreed formats within our Trust which aids moderation and consistency.

It is each subject leader's responsibility to ensure that the samples reflect the full range of ability within each subject.

### **Monitoring and Review:**

Our Head Teacher is responsible for making sure that this policy reflects the practice in school by making sure both formative and summative assessments, which have been agreed by teachers, are ongoing.

### **Period of Review:**

This policy will be reviewed every 2 years.

## Document History

<b>Version</b>	<b>Date</b>	<b>Comments</b>
Issue 1	March 2013	Adopted by governors
Issue 2	November 2017	Updated by SLT in line with current practice
Issue 3	October 2019	Minor amendments to school name etc. Put forward with short review date for reconsideration once the new curriculum is embedded.
Issue 4	July 2020	Minor amendments to wording. Possible review as assessment for foundation subjects are developed in light of the new curriculum.