

ASSESSMENT POLICY for Katherine Semar School

Ratified by Governing Body: June 2021

Last Reviewed: June 2024

To be reviewed: June 2025

1. Objectives

The 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 recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child and close any gaps that may emerge in learning;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

2. Purpose of assessment

Assessment is an integral part of teaching and learning and as such, serves several purposes:

- **Formative** – this is assessment that occurs in every lesson and is an important part of curriculum planning to create the next steps in children's learning. This is day to day ongoing assessment (Assessment for Learning) made up of a repertoire of teaching strategies, based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning. This will inform teachers' planning, differentiation and groupings.
- **Diagnostic** – this is assessment that provides a more detailed picture about individual children's strengths and areas for development. We use assertive mentoring to analyse children's gaps in learning and plan to teach to narrow those identified gaps.
- **Summative** – this is assessment provides 'snapshot' testing which establishes what a child can do at the time (Assessment of Learning). We use a range of these strategies to support us to assess pupils' learning at the end of a unit of work.

3. Planning for assessment

- 3.4 Teachers usually share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and where appropriate the criteria against which the work will be judged.
- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do and to reveal their misconceptions.

- 3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also use this information as a record of the progress made by the class.

4. Early Years Foundation Stage Profile

Children are assessed in the EYFS classes where staff will add information to an assessment profile for each individual.

Staff complete an electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document. The teachers make formative assessments throughout the year, based on information they gather from online learning journals, whole class, small group and individual learning.

The revised Early Learning Goals requires practitioners to assess at the end of the year against the Early Learning Goals at an Emerging or Expected standards. These are recorded using evidence from Tapestry and practitioner knowledge of the children and their learning. Insights and progress are shared with families across the year.

5. Year One Phonic Screening Check

All children in Year 1 will participate in a Phonic Screening Check.

This assessment will be administered by the Year 1 teachers. Results are shared with families at the end of the year.

Year Two Phonic Screening Check

Those children who did not achieve the Phonic Screening Check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.

6. Year Four Times Table Check

In 2021-22, there will be a new Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

7. SATs

Children in Year 2 and Year 6 are assessed during May; Year 2 as teacher assessment and Year 6 as both teacher assessment and summative tests. The results of these assessments are shared with the families. Families will be informed if their child has met age-related expectations at the assessment points at the end of Year 2 and Year 6.

In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

8. Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- With colleagues in school during Key Stage and staff meetings
- With colleagues from the local schools and the learning community
- Through the Saffron Academy Trust
- By the LA coming in for moderation
- All subject leaders study examples of children's work within their subject area. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.
- PBS (Pupil Book studies) are carried out in key subjects to monitor curriculum coverage, consistency of teaching and the learning pupils retain.
- Comparative book studies are made annually in writing.

9. Marking and Feedback to pupils

- 6.1 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 in the infant school and this is built upon to create a more comprehensive code in the Junior school. This provides consistency and the children learn to understand it as it is age appropriate. The marking codes can be found in the marking and feedback policy
- 6.2 We give children verbal feedback on their work whenever possible as this is the most valuable feedback that can be given. Whenever possible, this is done as children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. We often write comments on the children's work during marking. These focus on identifying key strengths and areas for development.
- 6.3 Pupils response to mark is essential if they are to take ownership of their learning and teachers use a range of strategies including 'purple pens' where children are encouraged to respond to marking when this enhances the child's learning.

10. Pupil Champions

Each term senior leaders in the school meet with at least a selection of individual pupils from Years 2 to 6 to engage in a discussion about the progress they have made. This is an opportunity for **periodic review**. The focus of the conversation should be on:

- reviewing targets
- evaluating progress
- listening to the pupil's view
- making it clear what the pupil needs to do to improve
- setting new targets
- jointly agreeing ways of overcoming any obstacles or barriers to a pupil's learning
- the pupil learning about the improvement process

11. Pupil progress meetings

Usually, every half term and at least once a term, teachers will have a formal meeting with a member of the Senior leadership team to discuss pupil progress. The focus of these meetings are removing barriers to learning and closing gaps. Intervention groups are reviewed at this time.

12. Assessment cycle

Assessment cycle									
Month	Assessment	EYs	Y1	Y2	Y3	Y4	Y5	Y6	
September	Baseline	√							
October	Parent consultation evening	√	√	√	√	√	√	√	
		√	√	√	√	√	√	√	
	Pupil progress meetings Unaided writing assessment Maths learning check		√	√	√	√	√	√	
			√	√	√	√	√	√	
	End of unit MAPP update		√	√	√	√	√	√	
	CATs testing for new pupils						√	√	
		√							
		√							
		√							
	SATs Baseline tests							√	
	Big Spell – Autumn 1			√	√	√	√	√	√
	Times table challenge (1)					√	√	√	√
Update EAL assessments and plans			√	√	√	√	√	√	
Write/Update One plans			√	√	√	√	√	√	
November	SATs Baseline tests			√				√	
December	Pupil progress meetings	√	√	√	√	√	√	√	
		√	√	√	√	√	√	√	
					√	√	√		
			√	√					
			√	√					
			√	√	√	√	√	√	
	2		√	√	√	√	√	√	
					√	√	√	√	

				√	√	√	√
	French assessments			√	√	√	√
	Phonics assessment	√	√	√			

Month	Assessment	EYs	Y1	Y2	Y3	Y4	Y5	Y6
April	Pupil progress meetings			√				√
	Unaided writing assessment	√	√	√	√	√	√	√
	Reading assessment				√	√	√	
	Phonics assessment	√	√	√				
	Reading tracker	√	√	√				
	End of unit MAPP update	√	√	√	√	√	√	√
	Annual reports to parents							√
	SATs Mock Exams			√				√
	CAT testing				√			
	Pupil progress meetings	√	√	√	√	√	√	√
Unaided writing assessment	√	√	√	√	√	√	√	
May	Big Spell – Summer 1		√	√	√	√	√	√
	Times tables challenge (5)			√	√	√	√	√
	End of unit MAPP update	√	√	√	√	√	√	√
	National SATs tests			√				√
	Phonics assessment	√	√	√				
June	Phonics screening		√	√				
	EYFSP	√						
	Transition documents							√
	Transition staff meeting	√	√	√	√	√	√	√
	Big Spell – Summer 2	√	√	√	√	√	√	√
	Times table challenge (6)			√	√	√	√	√
	French assessments				√	√	√	√
	Update EAL assessments and plans	√	√	√	√	√	√	√
	Write/Update One plans	√	√	√	√	√	√	√
	End of unit MAPP update	√	√	√	√	√	√	√
	Unaided writing assessment	√	√	√	√	√	√	
	MTC					√		
	Optional SATs				√	√	√	
	Phonics assessment	√	√	√				
	Reading tracker	√	√	√				
Transition activities			√				√	
Induction sessions	√							
July	Annual reports to parents	√	√	√	√	√	√	
	SATs results to parents			√				√
	Phonics results to parents		√	√				

13. Reporting to parents and carers

- 13.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 13.2 Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year, which we hold at the end of the spring term, we evaluate their child's progress as measured against the targets. In the third term parents review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 13.3 In addition, in the Junior school during the Autumn and Spring term, we send the parents a written update on progress. In the summer term, we give all parents and carers a full 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. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.
- 13.4 In separate reports for pupils in Year Two and Year Six, we also provide details of the standards achieved in the National Curriculum tests. In Year One we report whether pupils have achieved the expected level to pass the annual phonics screening test and in Year 4, we complete the MTC (Multiplication Tables check)
- 13.5 Children in Years 3 to 5 take optional SATs tests in the Summer term in Reading, Maths and GPS. In addition, Years 1 to 6 complete a range of smaller checks in Reading, Writing and maths to help validate teacher assessments. Details can be found in the assessment cycle.
- 13.6 We use a times tables award system that we created ourselves to measure progress in knowledge and fluency of multiplication facts. These are assessed each half term from Summer of Year 2 to the end of Year 4. A fluency practise test is completed each half term once the challenge has been completed.
- 13.7 Spellings are learnt in class and at home and tested regularly. A 'Big Spell' test is taken each half term in years 1 to 6, to track spelling.

14 Roles and responsibilities

The Head teacher is responsible for...

- Overseeing standards of teaching/learning and assessment across the school

The leadership team are responsible for...

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching/learning and assessment within their phase
- Acting on concerns about a child's progress to ensure adequate support is provided ●
Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The Inclusion manager is responsible for...

- Collecting supplementary data for all SEN children
- Monitoring the progress of SEN children.

The assessment coordinator is responsible for...

- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Marking according to the marking and feedback policy
- Reporting their child's progress to parents

The designated office staff are responsible for...

- Inputting relevant data in the school's SIMS system
- Supporting the assessment manager with data inputting or statutory assessment reports.