

St. John the Baptist C of E Primary School



Life in All Its Fullness

Assessment Policy October 2023

- A happy, healthy and safe place to learn how to look after our bodies and minds
 - A well led and governed school.
 - An inclusive place that nurtures children's individual talents

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL ASSESSMENT POLICY

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children 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 reports on their child's progress so that teachers, children, and parents are all working together to raise standards for all our children.

Aims and Objectives

The aims and objective 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 accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child.
- To provide the Head Teacher and Assessment leader and Governors with information that allows them to make judgements about the effectiveness of the school.

At St. John's we assess in two main ways: everyday, ongoing assessment for learning and formal summative assessment.

Ongoing Assessment for Learning

In order for our teachers to provide the best possible outcomes for the students in their class it is essential that they use their ongoing assessment for learning to inform their next steps of teaching. This means that each lesson they will use a range of strategies to decide whether the pupils have understood the objective of the lesson. They will do this in several ways: through questioning, by looking at the work produced and through observing them working or talking to another pupil. The teacher will then decide on next steps based on what they have found. This will be done through their quality first teaching, intervention or individual feedback depending on what the teacher deems most appropriate. Teachers are not expected to record their ongoing assessments in anyway but as part of the marking and feedback policy they are required to highlight each lesson's objective in the pupil's book to indicate that they assess that the pupil has achieved the objective.

Marking and feedback, therefore plays a pivotal role in assessment for learning.

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 to improve their work. We have an agreed code for

marking as this ensures that we all mark in the same way (See Marking and Feedback Policy).

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 write comments on the children's work during marking. We give written comments to children of all ages in different forms (see marking and feedback policy).

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing, we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next to improve future work. This process is supported by clear success criteria.

We use signs and symbols to indicate ways to improve work for our younger pupils.

We actively plan for the children to make comments about their own work and the work of fellow pupils. We encourage pupils to be the first markers of some pieces of work. This Assessment for Learning enables pupils to take control of and responsibility for their own learning.

Where needed we allow time at the beginning of each lesson for the children to absorb any comments written on their work and do respond to any requests for action. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Formal Assessment

In Foundation the children are assessed on entry using the Reception Baseline Assessment. The children are assessed through ongoing observation as the year progresses. The levels recorded will be collected at the end of each term. Children are also assessed on their phonics knowledge half termly to inform groupings and the level reading book issued to take home.

In Year 1 children will take the PIRA reading assessment, PUMA maths assessment and the GPS assessment termly. They will also complete the statutory Phonics Screening during the summer term.

In Year 3 children will take the PIRA reading assessment, PUMA maths assessment and the GPS assessment termly.

In Year 4 children will take the PIRA reading assessment, PUMA maths assessment and the GPS assessment termly. They will also complete the statutory MTC assessment.

In Year 5 children will take the PIRA reading assessment, PUMA maths assessment and the GPS assessment termly.

In Year 6 children will take the PIRA reading assessment, PUMA maths assessment and the GPS assessment in the autumn term. In the spring term they will complete a practice SAT's assessment and in the summer term they will complete the statutory Year 6 SAT's assessment.

Results from these assessments are recorded formally by teachers at an agreed point each term and the progress and attainment are discussed at a pupil progress meeting held between the assessment lead and class teacher. This meeting will identify any children who are not on track to make expected progress and any children who might make better than expected progress to improve attainment. Steps to address this are discussed and inform interventions and planning for the following term. This is recorded in the termly standards report and is shared with staff and governors.

These assessment points also support the SENDCo and Pupil Premium lead in deciding how best to support the children they are responsible for.

Reporting to Parents

We have a range of strategies that 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. Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that have been identified for their child and the baseline assessment levels. At the second meeting of the year (which we hold in the spring term), we evaluate their child's progress as measured against the targets and end of term assessment levels. At the third meeting of the year, we give parents the opportunity to review their child's written report and the targets identified in it for the next school year (see next paragraph).

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 based upon the different areas of the curriculum. We also offer opportunity for parental feedback via our online platform.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. In Year 1 the Phonics Screening results are reported upon and next steps advised. In Year 4 the Multiplication Check is reported upon.

Target Setting

We set targets in Mathematics and English for all our children at the end of each academic year. We discuss individual targets with pupils and communicate these to parents through their written report. We also set targets for SEN purposes termly. (See SEN policy).

All targets are based on formative and summative assessment information.

Consistency

All subject leaders scrutinise examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. 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. Termly assessment meetings are held with a moderation focus and external moderation and training is accessed when required.

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

Monitoring and review

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom. They will also moderate the formal assessment process to ensure consistency in the implementation and recording.

Reviewed: October 2023

Review date: October 2024

Reviewed by staff: K. Merik

Governor :