



Assessment Policy

Policy Consultation & Review

This policy is available through our website and paper copies can be obtained from the school office. When children join this school parents and carers are provided with a list of all available policies and documents, including this one.

Last reviewed on:	30.10.17
Next review due by:	30.10.18

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Child Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Children's progress is closely monitored at St Michael's so that we can provide the best possible opportunities and highest levels of support for all children. All assessment aims to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

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 allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

4. Assessment approaches

At St Michael's School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Childs** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Most assessment information is collected through observations, questioning, written work, child self-assessment and other day to day assessment activities. It is used to inform planning and to identify children who may need extra support.

Assessment in the form of oral feedback is most effective and even better when it is quickly followed by a chance for children to act on the advice. Effective oral feedback tells children about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. However, teachers cannot always give all children oral feedback during every lesson, so other strategies need to be used: self assessment, peer assessment or teacher marking, i.e. feedback which is written.

Assessment in Years 1 and 2 is recorded on an Assessment sheet. Children are assessed against the following descriptors:

- No understanding/knowledge
- Emerging: At an early stage of development (support needed)
- Developing Growing ability and independence (prompting needed)
- Embedded: Exhibits skill independently
- Mastery: Exhibits skill spontaneously and with confidence

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of child cohorts, identify where interventions may be required, and work with teachers to ensure childs are supported to achieve sufficient progress and attainment

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Childs** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Early Years

Right from the start, Nursery and Reception staff monitor children's development through observation and keep detailed records in the form of Learning Stories using an online tracking system. The Early Excellence Assessment Tracker (EExAT) is the online assessment system developed by Early Excellence. It provides a much needed solution to assessment and accountability, offering a forward thinking, highly principled, and extremely practical solution to support good assessment practice in early years. Teachers make summative judgements 3 times a year, based on information gathered from learning stories. Judgements are moderated within the nursery team.

Baseline assessments are made within the first 6 weeks of each child's year in Reception. These help the school to track progress through Nursery to the end of EYFS.

Key Stage 1

Progress and attainment in all subjects is valued and reflects the school's determination to provide a broad and balanced curriculum. Recording takes a variety of forms and feeds into parent consultations and end of year reports to parents. For core subjects: reading, writing and maths, formative assessment information is used to feed into a summative document each term. Judgements are made using information gathered together from the assessment sheets observations, written work and frequent informal testing.

All teaching staff provide validation by moderating judgements, and we attend moderation meetings arranged between schools in the local Cluster. Teachers are held to account in Child Progress meetings which involve Head and teacher and are held 3 times a year. In the summer term this is in the form of an open staff meeting to review end of year data.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of child cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Childs and parents** to understand how children are performing in comparison to children nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2).

5. Collecting and using data

The Early Excellence Assessment Tracker (EExAT) is used in Early Years to provide both tracking information and summative data. The summative data from this is transferred to Child* Asset at key points to help track progress all the way through from start of nursery to end of Key Stage 1.

After moderation teachers enter data into P*A at start of year, mid autumn, end autumn, mid spring, early summer, then end of year1 or KS1. Tracking data is transferred to children's next school if requested.

6. Reporting to parents

Parent consultations

Parent consultation evenings take place in the autumn and spring terms for children in nursery through to Year 2. Children may contribute to these conversations and if the parents are happy, can attend the meetings. Summer starters in Nursery also have a parent consultation soon after they start. In the summer there is an open evening after reports have been sent home and parents are able to arrange a further private consultation with teachers if they wish at that point.

Reports to parents

At the end of each year, families receive a full report detailing progress and achievements across the curriculum. Parents and carers are encouraged to provide feedback to the school.

Reports contain

- brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the child's teacher
- The child's attendance record, including
 - The total number of possible attendances for that child, and
 - The total number of unauthorised absences for that child, expressed as a percentage of the possible attendances

7. Inclusion

The principles of this assessment policy apply to all children, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all children and acknowledge the amount of effort the child puts in as well as the outcomes achieved.

For children working below the national expected level of attainment, our assessment arrangements will consider progress relative to child starting points, and take this into account alongside the nature of child's learning difficulties.

8. Training

Developments and changes in assessment practice are a regular and ongoing feature of staff meetings. Good practice is also discussed and news shared at Cluster network meetings attended by both Early Years and Key Stage 1 teachers.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all children
- Holding school leaders to account for improving child and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing child progress and attainment, including individual children and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of child progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the School Improvement Committee. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. The Headteacher and senior teacher will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, child progress meetings, drop ins, staff meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage procedures (within the Curriculum Policy)
- Marking Policy
- Teaching and Learning Policy
- SEND policy