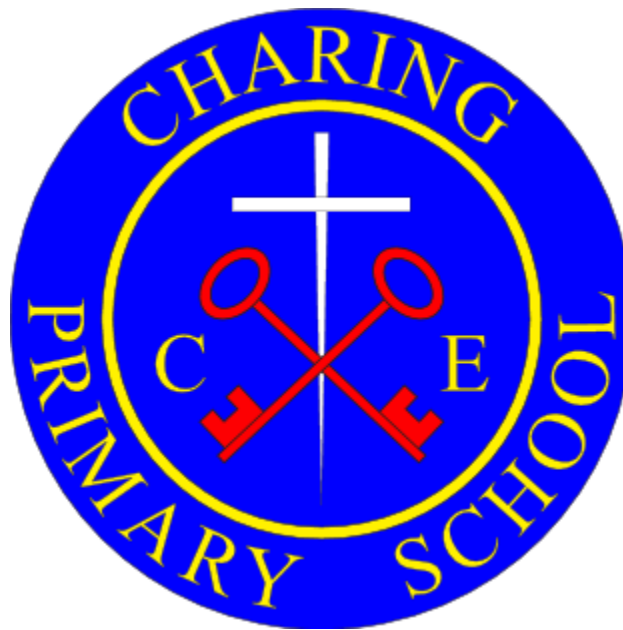


*...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow
weary, they will walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School

Assessment Policy

Document Information	Date/source of Policy	Responsibility
Date of review	November 2018	Executive Headteacher
Date of new review		

*“Through faith and inspired learning we unlock every child’s
ability to achieve beyond his or her expectations”*

Love Friendship Kindness Truth Hope

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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](#).

Reviewing these recommendations supports staff workload and ensures the expectations are met. The vision and values of our school are closely engaged.

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

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Assessment at Charing CE Primary School follows the principles that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Key areas for us to consider ensuring our principles are accurate:

- *Have we clearly distinguished the different types of assessment and their purposes? We have the types of assessment in place to follow the children's next steps in learning accurately.*
- *Have we ensured that the aim of any assessment is not being confused by trying to use it for too many purposes? The purpose is to ensure that we have filled the gaps and have an accurate picture of individual next steps.*
- *How can we achieve our assessment aims without adding unnecessarily to teachers' workload? Assessment is an ongoing discussion as part of the staff meetings to ensure that it does not create an unnecessary workload that may not have an accurate picture. Staff are encouraged to follow the March 2016 DFE Assessment process.*
- *What do we know about best practice in assessment in similar schools? As part of Aquila, head teachers are advised to follow the same assessment process.*
- *Have we ensured that assessment is for all pupils? PPM ensure that children are individually assessed accurately.*

4. Assessment approaches

At Charing CE Primary 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 pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** 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 throughout the year, and what they need to do to improve

Formative assessment techniques are used in school to assess the knowledge, skills and understanding through a variety of systems. Our marking and feedback is key to supporting the pupils through: -

- 'I wonder...' style questions being used 2/5 times for marking. These questions either add challenge or fill gaps.
- Peer and Self-Assessment questions used 2/5 times for marking. This shows that the level of understanding can be moved forwards or needs to be reviewed with the pupils who have identified gaps or misconceptions.
- Observations of staff in class supports the pupils to have verbal feedback.
- 'Love It' marks make the pupil's acknowledge that they have met the Learning Objective. These are added throughout the lessons to move pupil's forwards at the right pace and to support staff workloads.
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4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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
- **Pupils** 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 of the year through Interim Reports.

Summative Assessment is used in school throughout the year. Year 2,3,4 and 5 have NFER tests three times per year and year 6 use mock SATs, this supports staff in knowing the gaps and pupil confidence. VR and NVR test are also used in year 5 to show the areas of skills and where the next steps of development are. We use pre and post units to show the learning ability that has taken place. The post unit style supports the next pre unit.

The outcomes of these summative assessment areas support pupils in knowing their next steps in future learning. This is built into the fortnight planning through the year groups.

PPM review the formative and summative feedback and use steps to ensure that the accurate assessment has clear next steps.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

Our data is added to SIMS at the end of each term. This is then reviewed as attainment and progress in each year for all pupils, gender, SEN, EAL, PP and FSM. We submit the expected sheet to Aquila Trust, which also includes a review of Greater Depth.

This clearly shows where children start each year in relation to the previous year and how they continue to move forwards. The PPM discussion sheets ensure that all children are supported. (Appendix 1)

6. Reporting to parents

Assessment data is reported to parents throughout the year to ensure that they have the opportunities to support their child with next steps and targets. Parents receive an annual report which includes achievement in all subjects and activities forming part of the school, highlighted strengths and areas for developments. There are also general comments on core subjects and attendance, including reasons for unauthorised absence. Parents have the opportunity to respond to the teacher and the receive contact.

Year 6 parents receive the SATs data feedback at the end of the year.

7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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

8. Training

Staff receive training on the assessment process and work together across the year group to ensure consistency.

Through discussions at the PPM, it is ensured that staff have a good understanding of assessment and the assessment practice among all 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 pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Executive Headteacher

All SLT are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil 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 Executive Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

SLT and Subject Leaders will monitor the effectiveness of assessment practices across the school, through:

Moderation

Lesson Observations

Book Scrutiny

Pupil Progress Meetings

Drop In

Appendix 1:

Charing CE Primary School

Pupil Progress Meeting; Term 1 2019;

Year Group / Teacher

Do you disagree with any of last year's assessments? (Please discuss reasons with previous teacher, add more lines if needed)

Name	Reading		Writing		Maths		Reason / Comments/end of next term steps
	From	To	From	To	From	To	

Who are your Pupil Premium / SEN children? Are they going to achieve age expected levels at the end of this academic year? (Add more lines if needed)

Name	PP/SEN / BOTH	Reading		Writing		Maths		Comments
		July 18	Projected EoY	July 18 EoY	Projected EoY	July 18 EoY	Projected EoY	

What support (other than Quality First Teaching) are PP / SEN children receiving? Is it effective? Do they need further support, if so what is their need?

Name	Current Interventions	Impact and Next Steps

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Do you have any *other* pupils receiving support / intervention outside QFT? Is it matching the need of the children?

Name	Current Interventions	Impact and Next Steps

Do you have any other pupils needing support / intervention outside QFT?

Name	Need / Next Steps

Do you have any groups (eg gender / ability) or individuals you feel are at risk of not making their target at the end of the year?

Name /s	Subject	Comments

Any other points for discussion?

Charing CE Primary School School
Pupil Progress Meeting; Terms 2,3,5 2018-19;

AGENDA

Year Group / Teacher

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Discussion - Review actions from last PPM. What went well? What didn't? Why?

**Which pupils are not on track to be working at the expected progress standard?
(Progress 1 by end term 2, progress 2 by end term 3, progress 4 by end term 5)**

Reading

Name	Barrier to Learning/Accelerated Progress

Writing / SPaG

Name	Barrier to Learning/Accelerated Progress

Maths

Name	Barrier to Learning/Accelerated Progress

Using your gap analysis, what areas need to be consolidated as a whole class before moving on?

Reading	Writing/SPaG	Maths

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Using your gap analysis, what additional areas need to be consolidated by your cuspy children before moving on?

Reading	Writing	Maths
How will you address this?	How will you address this?	How will you address this?

Do you have any individuals (not SEN – see below) needing support / intervention outside QFT?

Name	Need / Comments

Do you have any groups (eg gender / ability / PP) you feel are at risk of not making their target at the end of the year?

Group	Subject	Comments

Any children you would like to discuss in more depth regarding SEN or Behaviour?

Any other points for discussion?