**ASSESSMENT POLICY**

***Cudworth Churchfield Primary School***

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**Date Reviewed:** September 2019

**Reviewed By:** Jonathan Bean

**Date For Next Review:** September 2021

**Date Approved by Governing Body:** October 2019

**Rationale**

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

**Aims**

At Cudworth Churchfield Primary School, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

* Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
* Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
* Help set targets and involve pupils in their own learning.
* Give parents a clear idea of what their child can do and what they need to do to progress.
* Provide information that can be used to evaluate teaching and learning practice.
* Give pupils effective feedback so they know what they have done well and what they need to improve
* Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

**Types of Assessment**

**Formative**

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Learning objectives are shared with the children to allow self-assessment and on-going teacher marking during lessons.

**Summative**

These occur at defined periods of the academic year such as pre-determined SATs tests, NFER tests and other forms of testing. Summative tests help teachers in making end of year group and key stage judgements. In line with the curriculum and national testing strategy, judgements are no longer a ‘best fit’. Teachers now use summative assessment to support their formative assessment judgements.

**Diagnostic**

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. question-level analysis tools. Teachers use QLAs to determine gaps in pupil knowledge, or an area that needs to be addressed as a whole class.

**What does assessment look like at Churchfield?**

There are three formal and reported assessment points throughout the school year, with a further three at each half term to provide a teacher assessment.

***See the Assessment Plan for a full breakdown of when we assess and how***

**Standards**

Since levels were removed, we have focussed on making point-in-time assessments as opposed to assessments based on EOY expectations. Pupils in KS1 & KS2 are assessed using the following vocabulary, this vocabulary is also used when communicating attainment to parents.

Greater Depth – GD (Working above ARE)

Working At - WA (Working at ARE)

Working Towards – WT (Working Towards ARE)

\*Below – B

\*Any pupils assessed as working Below, are assessed using the WA & WT codes proceeded by the year group they are working within, e.g (4WT, 1WA). A number indicator is not used if they are working within their age-relevant year group.

**Formative Assessment**

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils’ understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils’ understanding. Strategies used will vary according to the subject and learning objective taught – these include:

* Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
* Use of whiteboards etc to get instant feedback of understanding.
* Mini-plenaries to determine understanding at regular intervals.
* Short re-cap quizzes or recall of facts.
* In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
* Observational assessment.
* Scanning work for pupil attainment and progress.
* Self (or peer) assessment at the end of every lesson based on individual learning objectives and the ‘Success Criteria’.
* 1:1 or group discussions with pupils.
* Hot marking to provide instant feedback (see Marking and Feedback Policy).

**Summative Assessment**

We use summative assessments to assist teachers in making a point-in-time (PITA) judgement about where a child is in relation to ARE. To collect summative data we use NFER tests (as directed by Waterton Academy Trust). NFER tests in Reading, Maths & GPVS are held at the end of every term. The test week (as identified in the assessment plan) is then following by Pupil Progress meetings with SLT.

**Target Setting**

We use FFT Aspire to set targets for the end of a key stage, and to predict a Scaled Score. These targets are entered within the first 3 weeks of the academic year.

**Tracking & Resources**

All Teacher Assessment judgements and Test Scores are logged on O Track, and targets are set using FFT Aspire. All staff have a login for both systems and data is entered by a defined date.

**Assessment in the Foundation Stage**

On entry to the school children will be informally assessed to establish a baseline from which progress can be measured. Results are used to inform planning, set targets and aid early identification of special needs. Children are assessed on a day to day basis to ensure that the next steps in learning are appropriately planned in order to help children make progress. Children will be assessed using the Foundation Stage Profile which is based on the teacher’s ongoing observations and assessments in the six areas of learning. Each child’s typical developments and achievements are recorded in the Profile.

The assessment of children using the foundation stage profile is continual.

**National Standardised Tests & Assessments**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

**Year 1 Phonics Screening Check**

This check demonstrates how well a child can use the phonics skills they’ve learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

**End of Key Stage 1 Tests**  
All pupils sit the following tests at the end of Year 2:

* Reading
* Grammar, Punctuation and Spelling (GPS) – OPTIONAL
* Mathematics
* Writing (teacher assessment)

**Year 4 Multiplication Tables Check**

From 2020 onwards, all Y4 pupils must complete a short times table test (Otherwise known as the MTC). This consists of 25 questions that are timed and completed digitally.

**End of Key Stage 2 Tests**

All pupils will take the following tests at the end of Year 6:

* Reading
* Grammar, Punctuation and Spelling (GPS)
* Mathematics
* Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a ‘performance descriptor’ against the expected standard. We use these results to benchmark our school’s performance against other schools locally and nationally. The Senior Management Team makes judgements about the school’s effectiveness and analysis of data is used to inform the School Development Plan.

**The Role of the Headteacher**

The Assessment coordinator provides summary data for use in discussions with the local authority, OFSTED, Governors and with teachers during pupil progress meetings.

**The Role of the School Assessment Co-ordinator**

A member of the teaching staff has the responsibility for the development of the assessment,recording and reporting procedures in school.

The co-ordinator’s responsibilities include:

* Contribute to the SDP through work with the SLT
* Leading school development in assessment, recording and reporting (ARA) procedures
* Liaison with subject co-ordinators within the school
* Liaison with other assessment co-ordinators within the authority
* Attend and lead INSET where appropriate
* Provide a termly report to Governors

**The Role of Teaching Staff**

* To complete agreed tests and input data onto O Track on the agreed dates.
* To set targets which inform the children of their next steps.
* To share learning objectives in lessons.
* To provide opportunities for self and peer assessment.
* To complete pupil progress information sheets for the agreed dates.
* To provide ongoing feedback through marking and discussions in order to correct errors and misconceptions/ prompt early interventions.

**Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

* With colleagues in school.
* With colleagues from other schools within the local authority and MAT.
* By using the STA exemplification materials.

**Reporting**

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

**Reporting to Parents**

* Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
* Annual Reports (including assessment against end of year government expectations)
* The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

**Reporting to Governors**

* The Head Teacher’s Report to Governors (termly) Pupils
* Through our formative assessment strategies pupils get instant feedback on a daily basis.
* Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher’s comments, questions and commands in their marking, to self-evaluate their work.

We also report to the DFE, LA and MAT as required.

**Assessing Pupils with SEND**

Depending on their need, pupils with SEND may be taught learning objectives from an earlier year group’s curriculum and assessed according to this criteria. Pupils who are working below the standard of the National Curriculum are assessed using P Levels and Pivats. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties. As a school we have considered meaningful ways of measuring all aspects of progress. SEND pupils are set SMART targets (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning. Assessment is used to diagnostically contribute to the early and accurate identification of pupil’s special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils’ progress (focused on very specific areas highlighted through assessments). We use a ‘graduated approach’ for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils’ needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child’s learning pathway and ensures a focus on long-term outcomes.

**Disapplying Pupils**

In some cases, a pupil may be to be dissapplied from National tests (KS1, KS2, Phonics, MTC). This may relate to one or all subjects that are tested depending on the pupil. If we feel that it is not in the best interested of a pupil, or they would be unable to access a test with reasonable adjustments, the pupil may be disapplied after discussion with the parent. School will always consider the views of the parent when taking to decision to disapply a pupil or not.

**Assessment of Foundation Subjects**

Foundation subjects are assessed using O Track, and teachers make a TA judgement at the end of every term (3 times per year). As there are no descriptors or exemplification in regards to foundation subjects, pupils are assessed as either:

Working At (WA)

Working Towards (WT)

*\*Below (B) – This follows the same procedure as ‘Below’ for core subjects.*

Pupils with a clear skill in a particular subject, or who show they can work above age-related expectations are challenged through tasks that deepen their understanding and ability to apply their skills to a range of contexts.

In foundation subjects, pupils are assessed against a set range of Key Performance Indicators (KPIs) as set by subject leaders/ managers.