

# Assessment

## Policy



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Reviewed: May 2022  
To be reviewed: May 2025

## **St. John's C.E. (C) Primary School**

### **Assessment**

#### **Rationale:**

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment, for all our pupils at St John's C E (C) Primary School in relation to the new National Curriculum introduced in September 2014 and the Early Years Framework.

#### **Aims and Objectives of Assessment and this policy:**

- Enable individual pupils to make progress in their learning.
- Relate to learning objectives in planning.
- Be underpinned by confidence that **every** child can improve.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing in relation to national standards.
- Involve both teacher and pupils reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Be useful for setting up pre-learning sessions so that at least 65% (government target) of the class achieve the expected level for their age group.
- Enable teachers to plan more effectively.
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels.
- Enable parents to be involved in their child's progress.

#### **Practice and Procedures:**

##### 1) 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. It is directly linked with marking, questioning, feedback and evidence in books. At the end of the term, based on what has been taught and assessed a judgement will be made as to whether individual children are not on track to be expected (emerging), on track to be expected or on track to be Greater Depth (exceeding). Furthermore emerging, expected and exceeding will be broken down by staff into +, middle or -. Formative assessment will also be used to inform teaching staff about the needs of the children who require pre-learning run by support staff. In Early Years evidence against the Early Learning goals will be collected through the use of the profiles in school. No formal judgement will be made until the end of the academic year and no reference to greater depth/exceeding will be made, in line with the new Early Years framework guidance.

##### 2) Summative:

Summative assessment will involve all of the following, in accordance with the formative assessment mentioned above:

- Reception Baseline scores of all children on entry to Reception.
- Phonics Screening at the end of Year 1 and repeated at the end of Year 2 for those not meeting the required pass mark.

- End of KS1 Assessments through testing and Teacher Assessment.
- Termly Assessments in all KS1 year groups.
- End of KS2 Assessments through testing and Teacher Assessment for Writing.
- In Foundation subjects for KS1 and KS2, children's knowledge and understanding for each unit of work will be assessed as emerging, basic, advancing or deep. Attainment against the 'Milestones' from Chris Quigley's 'Essential's Curriculum will be used

### **Roles and Responsibilities (moderation):**

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator – Mr Blackburn. These outcomes will be shared with parents at Parent Evening and in each pupil's Annual Report.

Teachers will meet with Mr Blackburn in September, December and March for Pupil Progress meetings. Actions will then be documented and actions jointly put into place to ensure all children are making good progress. The effectiveness of actions will then be reviewed at least at the following meeting and possibly earlier.

The SLT will be accountable for:

- Collating data and monitoring the progress of all children and the progress of children in vulnerable groups.
- Ensuring all staff are familiar with procedures and fully supported.
- Assessing the effectiveness of interventions, including pre-learning.
- Ensuring staff have the relevant training to meet the needs of the children they are working with.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

### **Target Setting and Reporting:**

Pupils will have their own personalised targets that will be reviewed at least termly and where needed, new targets set/extended within the term to ensure children are challenged appropriately. Children will be encouraged to take ownership of their targets and reference to these targets during marking will be made. Reference to the targets and gaps in learning in relation to the year group expectations will also be highlighted in reports to aid catch up prior to or in the following year. At the end of the year, through reports, parents will be informed whether their child is working towards (emerging), working at expected or working above (exceeding) in relation to their year group expectations.

### **Assessment in the EYFS:**

- In Early Years we complete two types of assessment;  
Formative assessment (on going) is part of our daily work, helping us to make decisions about what the child has learned so we can move their learning on and ascertain their next steps.

- Summative assessment which is completed at the end of Nursery and Reception. Here we consider the 3 Prime areas, Communication and Language, Physical development and Personal, Social and Emotional development and the 4 Specific areas of Literacy, Maths, Understanding the World and Expressive Arts and Design.

On entry to Reception, all children undertake the NFER baseline assessment to establish whether children are below national average, at national average or above national average. It also indicates whether children are at their age

### **Inclusion and Equality**

In line with our Equal Opportunities Policy and Disability Access Plan we are committed to providing a teaching environment conducive to learning and accessible to every child. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

### **Policy Monitoring and Review**

This policy will be reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

**Policy produced by ..A Blackburn.....**

**Date: May 2022.**

**Approved by (Chair of Governors): .....**

**Date : .....**

**Review Date: May 2025**

All stakeholders have access to this policy. Policies are available in electronic format, large print or linguistic translation.