

St Agnes' CE Primary School

Assessment Policy

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1. Introduction

1.1 At St Agnes C of E Primary School, we believe assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. The purpose of assessment, recording and reporting is to track learner performance, analyse outcomes of data, set meaningful and achievable targets to ensure high quality teaching and learning leaves no child behind. This policy aims to detail the roles and responsibilities of staff when using consistent assessment, the associated record keeping and subsequent reporting needed to ensure that all learners make progress which is highly tailored to their individual learning needs.

1.2 St Agnes will focus on the following assessment methods:

- 1) Assessment for learning (AfL) – formative assessment, so that the achievements of a student may be recognised during learning and appropriate next steps planned for subsequent lessons. Therefore, individual targeting can be altered due to the actual learning which has taken place rather than that which was expected. Through consistent and rigorous AfL, our pupils will understand how to improve and achieve their potential.
- 2) Assessment of learning (AoL) – summative assessment, recording the overall attainment of our pupils is tracked in a systematic way which informs all stake holders of successes as well as diminishing differences in pupils' learning.
- 3) Diagnostic – through which the progress attained by all pupils including those identified as 'vulnerable', on the gifted and talented register, summer births, pupil premium etc. will be identified so that appropriate interventions are embedded within the culture of St-Agnes.
- 4) Reflective and Evaluative – so that all stake holders understand how different learning and teaching methods can produce positive and successful outcomes.

1.3 This policy aims to support the development of excellent practice throughout St Agnes and will;

- Detail roles and responsibilities for assessment.
- Ensure consistency of approach to assessment, recording and reporting.
- Provide guidance.
- Detail support mechanisms for developing assessment skills.
- Encourage the use of a variety of assessment techniques.

- Encourage stake holders to take a partnership view of all learning taking place and for all involved to aspire to identify strengths, and further develop aspects that can be improved.
- Support inclusion and ensure differentiation and personalisation.
- Be monitored regularly and evaluated as part of the St Agnes' quality assurance.
- Provide a framework within which individuals and groups can contribute to the ongoing development of assessment, recording, reporting policy.

2. Roles and Responsibilities

2.1 Governors will:

- Support St Agnes in delivering all aspects of this policy.
- Ensure that this policy is regularly reviewed and updated by the assessment team.
- Determine budgets based upon learner need and action plans.
- Evaluate the effectiveness of this policy in practice.
- Support St Agnes in the delivery of CPD related to assessment, recording and reporting.
- Support St Agnes in the analysis of the effectiveness of assessment, recording and reporting.
- Support St Agnes to adopt effective systems and practices.
- Ensure that assessment recording and reporting practices are in line with the latest information provided by the Department for Education (DfE) and Standards Testing Agency (STA).

2.2 The Head Teacher will:

- Monitor and evaluate effectiveness in assessing, recording, reporting.
- Ensure that assessment and progress is prioritised in all development planning and that such plans link to the school improvement plan.
- Provide effective staff induction arrangements and CPD programmes.
- Support staff to continually develop assessment methods and systems.
- Review this policy as part of the St Agnes Assessment cycle.

2.3 SLT will:

- Make judgements about assessment during internal reviews of the curriculum and class action plans.
- Ensure that assessment procedures are adhered to.
- Ensure that subject action plan has emphasis on improving assessment and its uses.

- Respond formally to the Head teacher and Governors through their;
 - Monitoring of assessment procedures,
 - Analysis of action plans,
 - Development plans,
 - Performance management system.
- Monitor and evaluate all aspects of assessment, recording and reporting including planning, observations and action plans.
- Ensure that all staff use the available data as part of their assessment records and target setting.

2.3 The assessment team will:

- Discuss, research and distribute new initiatives in assessment.
- Ensure that teacher assessment data is available centrally and can be easily accessed by all staff.
- Contribute to the analysis of CPD requirements.
- Audit the use of assessment, recording, reporting in their subject area.
- Respond formally to SLT through their;
 - Monitoring of assessment procedures,
 - Analysis of action plans,
 - Development plans.
- Monitor and evaluate all aspects of assessment, recording and reporting.
- Take part in CPD either as facilitator or a participant, with the aim of becoming a facilitator.
- Keep up to date on educational initiatives connected to assessment and cascade crucial information to colleagues.
- Lead assessment and pilot new practices as well as managing those already established.
- Inform all stakeholders of current practices and developments through all means available such as the school website etc.

2.4. Staff will:

- Adhere to all assessment practices and procedures.
- Identify and set specific improvement targets to diminish differences in pupils' learning.
- Use the available data as part of their assessment records and target setting.
- Use targets from assessment data to inform planning of learning.
- Promote the use of peer-assessment and self-assessment.
- Share information about students' learning with relevant members of staff and parents.

2.4 Pastoral staff will;

- Support teachers in delivering their ARR policy.
- Support pupils in achieving the ARR objectives.

2.5 Parents/ carers will;

- Support St Agnes in fulfilling its aims and objectives in the ARR policy.
- Endeavour to be fully informed of all aspects of their child's attainment through attending parent consultations, workshops and discussions with their teacher
- Ensure that St Agnes is provided with any relevant information that may affect pupil progress and attainment.
- Support their child in developing high aspirations and celebrate their achievements, not just high attainment.
- Encourage their child to assess themselves and become a reflective learner.

2.6 Pupils will;

- Discuss their progress and targets.
- Reflect on progress and comment on their assessments.
- Attend, if appropriate, progress reviews and be involved in discussing their assessments and the setting of appropriate targets.
- Be encouraged to reflect on how to improve progress and inform their teacher of any issues that may affect their learning.
- Have high aspirations to achieve the best they can be
- Become independent, evaluative and self-motivated active learners.

3. Assessment Tools

3.1 St Agnes will use a range of assessment tools identified by subject teams to record and communicate the outcomes of assessments. The tools will enable learners to engage with the assessment criteria before learning takes place. The assessment language will be clear and simple and learners will be able to see where they are and what they have to do to progress.

3.2 Refer to the Assessment cycle for specific assessment tools used through the academic year (Appendix A)

3.3 To support assessment and progress, St Agnes have developed a series of examples of 'staged' work. These examples are used by learners to enable them to self and peer assess and help them to understand what fulfilling an age appropriate stage descriptor 'looks like'. The exemplars also support staff to assess accurately and develop their knowledge and understanding of the ever changing landscape of expectations. These coincide with STA exemplar materials published for KS1 and KS2 (2016).

3.4 Through external moderation (both statutory and cluster meetings), in-house; whole school, phase specific and subject specific regular moderation practices St Agnes ensures assessment is consistent and accurate. This enables all staff to confidently and competently assess pupils as to where they are in relation to age related expectations.

4. Training and Professional Development

4.1 All staff will be briefed on assessment, recording and reporting upon joining St Agnes and their implementation of the policy will be monitored.

4.2 Staff will be encouraged to experience and share effective practice.

4.3 Assessment, recording and reporting training will be available to staff throughout the year.

4.4 Staff will be encouraged to accredit any relevant practitioner research.

4.5 The SLT will regularly review whether relevant whole staff training is required.

5. Assessment of Learning

5.1 Refer to the Assessment Cycle for an overview of all summative, both school and statutory, assessments. (Appendix A)

5.2 There will be an audit of the assessment regime by the Assessment Team in line with the action plan.

5.3 The analysis of data gathered will be disseminated and class action plans relating to this will feature on the St Agnes Improvement Plan.

5.4 Results from formal assessments will contribute to the evaluation of assessment tools and appropriate changes to the schemes of work will be made in light of evidence.

5.5 Analysis of assessments will help to identify CPD needs of staff.

6. Diagnostic Assessment

6.1 All assessment data will be used to diagnose underlying difficulties or exceptional ability and alleviate misconceptions.

6.2 Additional assessment tools, of a diagnostic nature, will be used with targeted students or groups of students where more information is needed e.g. tests indicating the likelihood of dyslexia, dyspraxia etc.

6.3 Information on diagnostic testing is available on the SEND Policy.

6.4 The SEND team will inform staff about pupils with special educational needs. These students will have Individual Learning Plans (IEPs).

6.5 The Gifted and Talented Co-ordinator will inform staff to those children who fall into this category.

6.6 Students with significant learning and behaviour needs will also be identified on the SEND register and staff will be informed about them, with appropriate assessment provisions in place.

7. Evaluative Assessment

7.1 St Agnes uses data provided by staff to make predictions about students' predicted attainment and to set personal progress targets.

7.2 Pupils, where appropriate, will be encouraged to assess each other's work against given criteria and eventually their own work against their own criteria, demonstrating an understanding of the stage descriptions and knowing what they need to do to progress.

7.2 Analysis of assessment results is used to indicate where types of teaching or individual members of staff are adding value to students compared to others.

7.3 The DfE uses examination and test data to provide us with reports which show how we have achieved compared to;

1. All schools nationally.
2. Schools with similar numbers of students on free school meals.
3. Similar schools based on student prior attainment data.

7.4 The DfE also uses our examination data to include us in national league tables. Our examination data will also be measured against the current national floor targets for foundation stage baseline testing and KS1 and KS2 SAT's.

7.5 St Agnes will respond to any changes in assessment requirements should they relate to the curriculum being delivered at the time.

8. Marking

8.1 Refer to Feedback and Marking Policy

9. Recording

10.1 Records will be kept to allow for monitoring by external bodies, as well as for day to day use.

10.2 Records will be easily accessible, understandable, consistent within curriculum areas and available for new staff.

10.3 Records must follow the St Agnes marking guidance and be regularly monitored by SLT and subject teams.

10.4 See Appendix A.

11. Reporting

11.1 St Agnes' end of year reports fulfils the legal requirement to review a child's statement annually and to report to parents on a pupil's progress within the National Curriculum. In Year 6, as well as identifying the 'stage' that the learner is working in, staff will be able to discuss outcomes of assessments. There will be the facility for learners and parents/ carers to comment.

11.2 Teachers have regular contact with parents by phone, appointments, workshops as well as informal discussions about their children.

11.3 End of key stage reporting

- At the end of reception year, GLD scores are submitted to the LA
- At the end of KS1 and KS2 pupil attainment is reported to the LA.
- Teacher assessments are reported to the DFE at the end of each key stage and relevant stakeholders

10.4 The school website reports information regarding assessment by reporting on:

- pupil premium outcomes for spending

- Statutory results requirements
- Pupil progress results

11. Monitoring, evaluation and review

11.1 The effectiveness of this policy is monitored by the Assessment team leader.

11.2 Monitoring will take place through periodic audits of pupil learning, pupil interviews, teaching observations, analysis of reports, statistical analysis and through line management of staff.

11.4 This policy will be reviewed annually, when there are changes in the law, or in accordance with the schedule drawn up by the Head teacher and agreed by the Governing Body.