

# Cavendish Church of England Primary School



## Assessment Policy

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Signed: Chair of Governors	
Signed: Headteacher	
Date:	Autumn 2023
Date to be Reviewed:	Autumn 2024

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## **Our Vision**

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

At Cavendish Cof E Primary School assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis. Any assessment which does not inform planning and analysis is superfluous.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

## **Policy Principles**

Assessment:

- is used to monitor and track a child's attainment and progress
- Assessment for learning develops learner's capacity for self-assessment so that they can become reflective and self-managing
- is based upon an agreed recording system, supported by appropriately collected evidence, including test papers and children's work
- is moderated effectively so that the teachers' judgment about pupils' work is agreed
- data is analysed to identify and support different groups of pupils
- process is shared with parents, who understand the measures used to inform them of their child's progress.
- should be used to evaluate and develop the quality of teaching and learning across the school.
- secures improvement over time.
- is used to celebrate success.

## **Policy Aims**

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- to use principles and processes of assessment in order to monitor progress and support learning
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- to develop consistent practice in AFL across the school
- to involve pupils in recognising their successes and identifying the next step
- to use assessments to guide future planning, teaching and curriculum development
- to allow teachers to plan work that accurately reflects the needs of each child;
- use the assessments to provide information which can be used by teachers and the Headteacher as they plan for individual pupils and cohorts
- to provide a framework for assessment which reflects current guidelines enabling teachers to integrate assessment for learning throughout all aspects of teaching and learning.
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgments about the effectiveness of the school

## Types of Assessment

### Formative

Formative assessment allows teachers to continually identify how pupils are performing in each subject area. This information is used to provide the appropriate support and challenge, evaluate teaching and learning and plan future lessons. Formative assessment allows children to evaluate their knowledge and understanding against learning objectives and success criteria, and identify areas in which they can improve.

Formative assessment methods used by the school include:

- Low stake quizzes
- Self-marking & self-assessment
- Peer assessment
- Questioning
- Observation
- Marking and feedback
- Cold Tasks
- Verbal Feedback
- Praise

### Summative

Summative assessment is used at different times during the academic year to enable teachers to evaluate learning at the end of a unit or period of learning. School leaders use summative assessment to monitor the performance of cohorts, spot patterns, identify interventions needed, identify whole school training needs and work with teachers to support pupils in their progress and attainment. Summative assessment allows pupils to demonstrate how well they have understood a topic/unit of work and it provides feedback on how they can improve further.

Summative assessment methods used by the school include:

- Rising Star assessments in core subjects are carried out near the end of each term (PiRA – reading, PUMA – Maths, GAPS – grammar, punctuation & spelling)
- Hot Tasks to assess children's learning at the end of unit/topic
- National standardized assessments

### Diagnostic

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, sensory perceptions, Boxall profile, SDQ, Language Link etc. Further information can be obtained from the school's SENDCo.

### Transitional assessment

Transitional assessment is information that marks a transition from one year to the next, one key stage or school to the next.

Transitional forms of assessment that are used at Cavendish C of E Primary School are:

- Professional discussion and pupil transfer meetings
- Early Years Foundation Stage Profile; NFER baseline
- Phonic Screening in Year 1 (Re-screening in Y2 for any who did not meet the standard)
- PiRA and PUMA Assessments - termly
- Key Stage 1 SATs in Year 2
- Year 4 Multiplication check
- Key Stage 2 SATs in Year 6
- Pre-key stage assessment materials
- Holistic information about each child and contextual background
- Pupils' work books

The information for the above is used by all members of staff to ensure that children receive quality first teaching that is focused on their particular needs as the move from Year group to Year group. Furthermore, the information is shared with parents as a summative measure of a child's ability at the end of each year group.

## **End of Key Stage assessments**

### Early Years Foundation Stage

Children in the Early Years Foundation Stage are assessed using national baselining and internal baselining against Development Matters, which are based on observations of the 7 key areas and 3 characteristics. Teachers complete half termly reviews against the Development Matters before end of year judgements of working at expected standard or working towards expected standard are made. In the EYFS, observations and assessments are recorded on Tapestry.

All children in the EYFS have Language Link screening in the autumn term and appropriate intervention is provided throughout the year to support the development of language and understanding.

End of academic year results are reported to parents and Local Authorities. Moderation between schools ensure judgements are robust.

Year 1 teachers use the assessments, books and learning journals at the end of the EYFSP to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

### Key Stage One

Children in Year 1 undertake a phonic screen to evidence skills in blending formative and informative words. Any child who does not meet the expected standard is offered additional support and retested in Year 2.

At the end of KS1, a teacher assessment is made for all pupils in the National Curriculum subjects –Reading, writing, mathematics and science. Pupils are judged to be ‘Working Towards’, ‘Working At’ or ‘Working at Greater Depth’ (writing only). End of Key Stage tasks and tests are used to underpin this judgement. Whilst it is statutory, it is the Teacher Assessment that is reported and not the task and test results. Teacher assessments are finalised by the end of June and reported to parents and the Local Authority. Teacher assessment and pupils’ work informs teaching at Key Stage 2

### Key Stage Two

Children in Year 4 will take a multiplication check from 2022. This is a timed online assessment of 25 questions. At the end of KS2, a statutory test assessment is made for all pupils in the National Curriculum subjects – reading, grammar and mathematics. Pupils are judged to be ‘Working Towards’, ‘Working At’ or ‘Working at Greater Depth’ (writing only). End of Key Stage tests in reading and mathematics are marked externally marked and the results, along with Teacher Assessment judgment for writing, are reported to the Local Authority and parents at the end of the academic year. Formal science testing is sample selection by the DfE.

### Specific Assessment Arrangements

Ongoing Teacher Assessment will be used to update Target Tracker at the end of each half term for all KS1 and KS2 classes.

### **Tracking**

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. An effective system should track pupil progress individually and is reviewed regularly with teachers in order to identify and discuss any under attainment and/or underachievement as well as celebrate examples of good progress. This information is used by all members of staff to inform learning and teaching.

### **Roles and responsibilities in assessment**

#### Class teachers

- Provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation;
- Clear planning and learning objectives shared with learners;
- Using assessment information to inform planning;
- Ongoing assessment;
- Constructive feedback to learners-oral and written comments;
- Reports to parents on learners’ progress, attainment and next steps;
- Carry out statutory and school based tests;
- Note significant progress, above or below expectations;
- Use the agreed range of assessment methods and techniques to gather and use information in line with school policies;
- Ensure that information is transferred to the receiving teacher/school in line with school policy;

- Collate and archive work over the academic year;
- Refer to achieved work as part of teacher transfer discussion;
- Identify learners in need of extra support and liaise with the SENDCo for additional provision;
- Share concerns/progress regularly with Headteacher.

### SENDCo

- Provide a supportive environment where assessment can be carried out without damaging self-esteem or motivation;
- Liaise closely with class teachers and external providers, eg, OT, EP, CES;
- Monitor learners' progress against provision maps;
- Maintain the SEND register;
- Undertake specific assessment tasks as required;
- Look for trends and outcomes over time (cohort comparison);
- Liaise with external agencies;
- Provide training for LSAs for individual and group support;
- Arrange for Educational Psychologists to make assessments to apply for a EHC plan;
- Identify children in need of ELKLAN intervention and speech & language support, and other professionals as identified.
- Identify children in need of SEMH support.

### Subject leaders

- Ensure curricular schemes of work have clear learning objectives;
- Monitor their subject over time to ensure cold task assessments inform learning and teaching;
- Monitor levels of attainment and standards;
- Use all available data to make changes to learning and teaching as required;
- Report to the Head Teacher and governors on standards and SDP as appropriate;
- Generate subject portfolios in conjunction with staff.

### Headteacher and SMT

- Ensure policies are up to date, regularly reviewed and consistent with each other;
- Disseminate information and ensure support and training for colleagues;
- Generate an action plan in line with the SDP;
- Liaise with other co-ordinators to ensure coherence;
- Make assessment procedures clear to all colleagues and ensure they are followed and used consistently;
- Set timetable for assessment cycle;
- Determine means for agreeing standards throughout the school;
- Provide staff development opportunities in liaison with the CPD co-ordinator;
- Support colleagues in identifying assessment opportunities and in using all available data;
- Ensure portfolios are generated and standards agreed;
- Rationalise assessment systems to ensure manageability;

### Head Teacher

- Ensure the school meets statutory requirements;
- Review the implementation of assessments;
- Determine priorities in the School Development Plan (SDP);
- Monitor the quality of Assessment procedures;
- Define the role and limitations of co-ordinators;
- Communicate any specific staff development issues;
- Report to parents and governors on standards and quality;
- Oversee portfolios and secure storage;
- Order test papers and secure storage.

### Governors

- Agree SDP;
- SEN Governor to liaise with the Head Teacher and SENDCO.
- Analyse data (anonymously) identifying trends.
- Celebrate achievement and progress.
- Challenge to school to improve further.
- Conduct work scrutinies

