Assessment Policy

Together We Believe, Aspire and Achieve

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

The Rationale and Aims of the policy

Our aim is to ensure that all assessment systems at St Peter's are appropriate for our pupils, with the aim of supporting their achievement. Assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learnt. It is also the means by which pupils understand what they have achieved and what they need to work on. At St Peter's we have a carefully planned combination of formative and summative assessments.

The introduction of the National Curriculum (2014) and Assessment Without Levels has allowed us to:

- Give teachers time to teach core concepts and skills deeply and thoroughly so that they are truly embedded for children.
- Plan for helping all children to meet the end of year age related expectation.
- Give opportunities throughout the curriculum to develop long –term memory and show fluency, mastery and depth.
- Carefully track progress against the standards and provide intervention where needed.

Assessment Strategies

At St Peter's we use a range of different types of assessment to ensure teachers have sufficient information to make informed choices about future learning.

Formative Assessment – is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly. At St Peter's we do this through:

- Using assessment for learning strategies: the strategic use of questioning, peer feedback, teacher feedback, student peer and self-assessment, show me activities, observations, discussions (teacher to pupil, pupil to teacher and pupil to pupil), brief review checks etc.
- Using a range of methods for recording learning and progress e.g. photos, recordings, jotters etc.
- On-entry assessment of speech, language and communication to ensure immediate and appropriate provision in EYFS.
- Verbal and written feedback (see Marking and Feedback Policy).
- Informal class-based assessments to evaluate the impact of teaching and progress against the end-of-year expectations.
- Recording of formative assessments in teacher planners.
- Formative assessment of SEND/EHCP children by Teachers and Teaching Assistants.

Summative Assessment – enables school to monitor and track children's attainment and progress against the age-related end-of-year expectations. At St Peter's we do this through:

- Baseline assessments (Wellcomm and Rec'n Baseline) for children at the start of Nursery and Reception years, as well as for children transferring mid-way through the year (usually phonic assessment).
- Three formal assessments for KS1 & 2 in Reading, Writing, Maths and EGPS, each using a nationally recognized tandardized test – NFER – in the second half of the three school terms. (NB: Y1 teacher assessment in Autumn Term)
- Recording of formal judgments on SIMS the week after each assessment week, followed by pupil-progress meetings between each teacher and the SLT.
- Termly IEP reviews for SEND/EHCP children. Progress is monitored through formative assessment and is recorded in Electronic Pupil Files on the staff drive.
- Class transition meetings at the end of the year to set up strategies and intervention with the new teacher.
- Termly Pupil Progress Meetings where the following is discussed:
    1. 4-column grids – working towards ARE, working at ARE, working above ARE and Greater Depth of ARE (aka Emerging, Expected, Exceeding and Greater Depth).
    2. How does this compare with where these children were at the previous assessment date?
    3. What provisions are the WT ARE children receiving or do they need for next steps?
    4. What provision are the WA ARE children receiving to achieve Greater Depth?
    5. Vulnerable groups' analysis and discussion.
- Mandatory National Assessments: Reception Baseline, Y1 and 2 Phonic Screening, Y2 SATs, Y4 Multiplication-Tables Challenge, Y6 SATs.

Management of Assessment will be through:

- Learning Walks
- Learning Talks
- SLT Book Scrutiny
- Whole Staff Book Scrutiny
- Peer observations and reviews
- Pupil Progress Meetings
- Subject Leader Deep Dives
- Governor Learning Walks
- Teacher and Teaching Assistant lesson observations
- Teacher and Teaching Assistant appraisals

Reporting to Parents

Autumn Term

- Meet the Teacher in Autumn 1.
- Parents' Evening early in Autumn 2 – discussion of child's successes and next steps.

Spring Term

- Parents' Evening in Spring 2 – discussion of child's successes and next steps.
- Evaluation of child's work with parent/carer at Parents' Evening.

Summer Term

- End of Year reports written and given to parents/carers.
- Parents/Carers invited to discuss reports in person with class teachers.

Assessment for All

Children with complex additional needs, primarily those with EHCP, are part of the same assessment cycle, though it will be modified on an individual basis to incorporate the following and ensure that:

- Specific outcomes for the coming year are identified in the Annual Review and are subject to termly ongoing review through the SEND provision plans process.
- Progress is regularly monitored through a range of evidence which is recoded in the pupil's electronic file and as part of the SIMS K-levels.
- Where necessary progress is further monitored by external agencies such as Educational Psychologists, specialist Teachers and Speech and Language Therapists, who will advise about possible additional targets.

NB: please see appendix for Assessment Timetable

Reviewed: Autumn 2022

Signed: _____ (Chair of Governing Board)

Signed: _____ (Headteacher)

Appendix 1: St Peter's CE Assessment Timetable

Month	EYFS	KS1	KS2
AUTUMN TERM			
September	Wellcomm Assmt Rec'n Baseline		
	Meet the Teacher Intro sessions – all classes		
October	Lesson observations via learning walks Core Book Sweep		
November	Parents' Evening		
December		Autumn Term Assessment Week	
	Pupil Progress Meetings (PPM)		
	Foundation Book Sweep		
SPRING TERM			
January/February	Subject Leader Deep Dives		
February	Core Book Sweep		
March	Spring Term Assessment Week		
	Foundation Book Sweep Pupil Progress Meetings (PPM)		
April	Parents' Evening		
SUMMER TERM			
May		KS1 SATS	
	Core Book Sweep General Learning Walks, inc. governors		
			KS2 SATS
June		Y1&2 Phonic Screening	
	Summer Term Assessment Week		
	Pupil Progress Meetings (PPM)		
July	End-of-Year Written Reports Parents/Carers invited to meet teachers		
	Foundation Book Sweep		