



Trinity St. Peter's

Church of England Primary School

where children shine

## **Assessment Policy**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

### **Rationale**

At Trinity St. Peter's, we put the learner at the heart of the assessment process in order to build a well-rounded profile of their achievements, highlighting their strengths and areas for improvement. We believe that assessment is an essential part of teaching and learning and it is a fundamental tool to inform future learning, support curriculum planning and development as well as tailoring specific interventions to support all learners. This policy should be read in conjunction with the school's Marking and Feedback policy, SEN and More Able Policy; and other NC subject policies.

### **Purpose**

To track the child's progress and achievement throughout the school

To provide information to identify National Curriculum attainment

To enable progress to be assessed over the year by use of confidence intervals

To assess attainment and progress against national standardised scores

To provide robust starting points against which to measure progress

To develop awareness of non-cognitive skills - dispositions for learning and character development

To improve the continuity and progression of the child's learning

To promote the greater involvement of children and parents in the learning process

To assist in the diagnosis and identification of special needs

To plot progress of all children - notably Pupil Premium and SEND

To provide information to inform teacher planning

To enable teachers to identify and plan for appropriate intervention

To enable interrogation of assessment information to identify areas for individual development

To ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools

To evaluate progress and set appropriate targets

To provide relevant information to various outside agencies when appropriate

To meet statutory requirements for reporting to parents

To meet the requirements for managing teacher workload

### **Assessment Procedures**

Our assessment processes enable us to provide an informed analysis about our children's attainment. Moreover, it ensures that we can rigorously monitor every child's progress to ensure that no child falls behind. We also firmly believe that all forms of assessment should be used to improve teaching and learning.

### **Formative Assessment**

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information is used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

**Marking and feedback** is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs. The school has a specific marking code for both KS1 and KS2. ***See Marking & Feedback policy.***

**National curriculum expectations within bespoke 'Subject expectation' documents** provide clearly broken-down statements of yearly expectations. These progression documents for each year group stipulate a benchmark standard for children on-entry to that year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations.

### **Summative Assessment**

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages.

#### **NER Assessments:**

For Mathematics, Reading and GPS, we use the NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size and developed by teaching and assessment experts.

Termly NFER assessments are completed in KS1\* (*Maths and Reading*) and KS2 (*Maths, Reading and Grammar, Punctuation & Spelling*).

*\*Spring and Summer Term for Year 1 pupils.*

NFER Standardised (and Age Standardised) Scores will be used in establishing accurate starting points and in measuring progress and attainment alongside teacher assessments.

### **BSquared:**

This software is used by class teachers to enable individual monitoring of SEND pupils in their class. This allows class teachers to record the small steps that the pupils make and these steps can be used to build a bigger picture of the pupils' learning and achievements. This is monitored by the school SENDCo in conjunction with the school's Assessment Manager.

A formative judgement should not be solely reliant on a test. It is instead developed through an analysis of children's independent work. We compare this against focused assessment tasks, including testing, in order to ensure that we gather a complete picture of children's learning. Focused assessments tasks will include but may not be limited to those above.

From a SEND perspective, Autism progress is also tracked using BSquared for identified pupils within the school. ***Please also see the school's SEND policy.***

### **National Curriculum Testing:**

We also adhere to the DfE and STA National Curriculum Assessment calendar for statutory testing across identified year groups.

*\*This policy should be read in conjunction with the school's National Curriculum subject policies in order to understand the outline of assessment procedures across Foundation Subjects.*

### **Monitoring Procedures**

Following the NFER assessment procedures referenced above, class teachers obtain attainment and progress data for the children in their class by plotting them according to age standardised scores using a 'Bell Curve' template for each of the core subjects. This provides a visual overview of attainment for the class and explicitly shows pupil groups such as Pupil Premium, SEND and More Able. Summer Born children are also identifiable too. These overviews can then be used for comparison to enable teachers to summarise attainment and progress year-on-year as well as across a school year.

Pupil progress meetings also formally take place on a termly basis between the school's Assessment Manager and individual class teachers. Subsequent informal meetings then occur at least half termly or more frequently where deemed necessary. Teachers are required to prepare relevant assessment information ahead of the formal meetings for subsequent discussion. Such meetings ensure the rigorous monitoring of the progress of individual children and the checking of targets.

The Assessment Manager uses pupil progress meetings with class teachers to individually monitor key pupil groups across core subjects. The attainment and progress of Pupil Premium and More Able pupils is individually recorded on a tracker by the Assessment Manager which ensures that such pupils are rigorously monitored.

### **Moderation:**

Standards are internally moderated in all core subject areas by the SMT (Senior Management Team) and by Subject Leaders for Foundation subjects. This involves monitoring and evaluation procedures according to the school's monitoring and evaluation schedule. Feedback is provided for individual teachers and across the whole school. Discussions also take place as part of pupil progress reviews and performance management reviews.

External moderation with local cluster schools occurs at least annually. This involves members of the SMT from cluster schools working together to review best practice in core and key subject areas. Detailed whole school feedback is shared with staff and governors.

### **Involvement of parents and pupils**

In line with the National Curriculum, end of year reports for children in Key Stage 1 and Key Stage 2 will inform parents of their attainment against National Curriculum age related expectations. This applies to **all** curriculum subjects. For example, at the end of the academic year, a pupil will be awarded either:

- WT (working towards the expected standard of their year group)
- EX (working at the expected standard of their year group)
- WTGD\* (working towards the greater depth within the expected standard of their year group)
- GD (working at the greater depth within the expected standard of their year group)

*\*As a school, we decided that this additional measure of attainment was necessary to recognise the broad range of the expected standard and to identify those children whose attainment is at the top end of this standard but falls short of greater depth.*

Information is shared with pupils in order to develop ownership and further raise self-awareness.

If parents have any questions or concerns regarding this policy and its application, please, at the first instance, discuss with the relevant class teacher.

### **Conclusion**

Assessment is not separate from, but an integral part of the school's curriculum plan and strategies for learning.

Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities which represent the wider aims of education.

Trinity St. Peter's will use assessment information to respond to and act upon the information which emerges in terms of whole school management issues and classroom practice. It will also inform curriculum planning; assist in the production of action plans to achieve agreed improvements and ensure that the school development plan reflects findings and uses the information to inform the target setting process.

We also take cognisance of DfE Guidance on Managing Teacher Workload which calls on all parties in the education system to reduce the unnecessary burdens of data management by ensuring that every data collection has a clear purpose, and that the process is as efficient as possible.

Lines of responsibility are clearly established in the school's leadership and management arrangements.

### **Monitoring and review**

The coordination and planning of the Assessment process are the responsibility of the assessment subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in assessment and by providing a strategic lead and direction for this area;
- evaluates the strengths and weaknesses in assessment and indicates areas for further improvement and;
- reviews the policy every 2 years to ensure that it complies with the latest legislation, guidance and best practice.