St. John the Baptist R.C. Primary School

ASSESSMENT POLICY

OUR MISSION STATEMENT

'Love One Another'

St John the Baptist RC Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect. Our Catholic faith touches every part of our school life, and we try to be a community which has Jesus at the heart of all we do.

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

Assessment is a continuous process which is integral to teaching and learning. Information gathered from assessment is used to inform and guide future planning ensuring that pupils make the expected progress over time. It should be incorporated systematically into teaching strategies.
Richard Dufour's 4 critical questions can be useful when thinking about assessment.

1 What do we want all pupils to know and be able to do? ***(Lesson Objective)***
2. How will we know if they learn it? ***(Assessment)***
3. How will we respond when some pupils do not learn? ***(Intervention)***
4. How will we extend learning for pupils who are already proficient? ***(Enrichment)***
We have agreed on the following principles:

- Assessment is an integral part of teaching.
- Testing should be rigorous and provide reliable data that informs teachers on the performance of individual pupils and groups.
- Assessments provide information for planning, teaching, curriculum and whole school development, as well as monitoring for SEND and interventions.
- Assessment allows teachers to track the progress and attainment of pupils, year on year.
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve further.
- Provides reliable information to parents about how their child is doing.

Formative Assessment

Formative Assessment can also be referred to as Assessment for Learning. The purpose of formative assessment is to *monitor pupils' learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning.

More specifically, formative assessments:

- help pupils identify their strengths and weaknesses and target areas that need work
- help teachers recognise where pupils are struggling and address problems immediately

Summative Assessment

The purpose of summative assessment is to *evaluate pupils' learning* at the end of a topic or by comparing it against some standard or benchmark.

Examples of summative assessments include:

- End of term tests
- Statutory Government testing
- Government Checks

4. Assessment approaches

At St John's we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment will be used to assess knowledge, skills and understanding. It identifies gaps and misconceptions which can then be addressed using pre-teaching and post-teaching intervention.

Formative Assessment Techniques include:

- Marking and feedback
- Questioning including plenary sessions
- Self and peer assessment
- Observations
- End of unit quizzes e.g., Kahoot
- Video evidence and photographs
- Interventions

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In addition, formal testing will take place throughout the year.

These include:

WELLCOMM Assessment (0-6yrs) - From entry into Nursery and Reception, and at the end of each term until end of Reception and in Year 1 as needed for specific children.

Reception Baseline Assessment (RBA) - On entry to Reception within 6 weeks of entry into school.

Essential Letters and Sounds (ELS) – In Reception and Year 1 Phonics, assessments will take place half termly in line with the Phonics Policy. On entry, a baseline phase assessment is carried out for Year 1 and Year 2.

Progress in Reading Assessments (PIRA) - Completed each term for Years 1-6.
PIRA is a suite of standardised termly tests that enable schools to reliably benchmark performance and track progress against national averages in reading.

Progress in Understanding Mathematics (PUMA) - Completed each term for Years 1-6.
PUMA is a suite of standardised termly tests that enable schools to reliably benchmark performance and track progress against national averages in reading.

Performance Indicators in Primary School (PIPS) - Year 1 – 6 annually.
The Performance Indicators in Primary Schools (PIPS) Project provides a suite of assessment materials designed to monitor pupil achievement and progress throughout the primary phase. From Year 1 onwards, these take the form of computerised assessments which provide extremely reliable measures. In all year groups the measures of academic attainment take the form of a reading quiz and maths quiz. Developed abilities are ascertained using assessments of picture vocabulary and non-verbal ability.

Hodder Reading Tests - Years 1- 6 twice a year. (November and July)
Hodder Group Reading Tests assess pupils' reading comprehension at word, sentence and continuous text level. These assessments give an age standardised score and a reading age. Paper 1 is for children in Year 1 and 2, Paper 2 is for children in Year 3 and 4 and Paper 3 is for children in Year 5 and 6. Some children (those with SEN and those working at a greater depth) may need a paper from a different year group.

Schonell Spelling Tests - Years 1-6 twice a year.
The Schonell Spelling age test provides an accurate measure of a child's spelling ability according to the sequence most spelling programs would follow.

Rising Stars - Spelling and Grammar Assessment - *Each half term Years 1-6*.

MONTH	ASSESSMENT
SEPTEMBER	NURSERY – ON ENTRY WELLCOMM (EYFS) RECEPTION – ON ENTRY RBA YEAR 1 & 2 PHASED ELS BASELINE
OCTOBER	SPELLING AND GRAMMAR

	RECEPTION & YEAR 1 ELS ASSESSMENT
NOVEMBER	PUMA & PIRA Yr 1 - 6 HODDER Yr 1 - 6 SCHONELL Yr 1 -6
DECEMBER	WELLCOMM (EYFS) RECEPTION & YEAR 1 ELS ASSESSMENT SPELLING AND GRAMMAR
JANUARY	NURSERY ON ENTRY PIPS YEAR 2 & 6
FEBRUARY	PUMA & PIRA Yr 1 - 6 RECEPTION & YEAR 1 ELS ASSESSMENT SPELLING AND GRAMMAR
MARCH	WELLCOMM (EYFS) RECEPTION & YEAR 1 ELS ASSESSMENT
APRIL	NURSERY ON ENTRY
MAY	PUMA & PIRA Yr 1 – 6 SPELLING AND GRAMMAR
JUNE	WELLCOMM (EYFS) RECEPTION EARLY YEARS FOUNDATION PROFILE RECEPTION & YEAR 1 ELS ASSESSMENT PIPS YR 1 KS2 3-5 YEAR 1 PHONICS SCREEN & YEAR 2 CATCH UPS
JULY	RECEPTION & YEAR 1 ELS ASSESSMENT HODDER Yr 1 - 6 SCHONELL Yr 1 -6 SPELLING AND GRAMMAR

Writing Moderation

KLIPS are used to assess writing in Years 1,3,4 and 5.
Years 1 and 2 are assessed by the End of Key Stage Writing Checklist.

- Writing moderations are carried out termly within school.
- Writing moderations with cluster schools.
- The school is subject to external moderation for EYFS, KS1 and Key Stage 2.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

5. Collecting and using data

Formative Assessments and summative assessments will be collected and recorded in the teacher's green 'Assessment and Reporting Book'.

Results of all summative assessments will inform a teacher assessment judgement for each curriculum area at the end of each term. These judgements will be recorded on the school electronic tracking system and the Lancashire Tracker Hub.

On entry and each term, EYFS children will be assessed as:

- **On Track OR**
- **Below**

Each term, Year 1-6 pupils will be assessed as:

- **On Track**
- **Below**
- **Deeper Learning**

6. Reporting to parents

Assessment data will be reported to parents through:

- Parents' evening in the Autumn (November) and Spring (March) Term
- Annual written reports at the end of Summer Term (July)

Annual written reports to parents will include:
Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.

- Comments on general progress
- Attendance record

At the end of EYFS:

- EYFS Profile

At the end of KS1 and KS2:

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

SEND

Pupils identified on the SEND register are assessed in line with other pupils using P scales and PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) information or the year group criteria which is applicable to their needs or if their attainment is below their chronological age. Progress is tracked and reviewed half termly at pupil progress meetings and targets are set and reviewed regularly.

8. Training

- All staff are trained in ELS Phonics.
- Annual feedback of PIPs and analysis of statutory assessments is given in CPD time
- Y2 and Y6 teachers attend assessment updates and moderation training.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings

11. Links with other policies

This assessment policy is linked to:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Phonics Policy

- SEND Policy