



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Assessment Policy

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Signature(s)		
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Remarks		

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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 of any kind should ultimately improve learning and raise standards. It is a continuous process that is central and integral to the process of teaching and learning. It identifies what the child knows and can do and provides information to inform future teaching and learning in response to a child's needs. It is also used to provide information for parents and carers.

- The prime objective of assessment is to support learning.
- Assessment should embrace and reflect the academic, social, emotional and moral development of pupils.
- Pupils should be fully involved in assessment processes, so that they understand how to improve and become independent learners.
- Assessment should enable pupils to work towards their long term as well as their short term learning goals.
- Assessment should help motivate and enhance self esteem.
- Teachers and pupils should be clear about the purpose of the task and why they are doing it.
- Teachers should use assessment processes that are appropriate to the learning activities in which pupils are engaged.
- Teachers should employ a range of assessment strategies on a day to day basis, periodically and at transition, and base their judgements on a wide range of evidence in order to obtain a holistic view of pupils' achievements.
- As an integral part of their continuing professional development (CPD), teachers should have opportunities to moderate the assessments they can make in order to ensure they apply consistent judgements and thereby establish professional and public confidence in standards. This process includes internal moderation and external County led moderation.
- The information from assessment should primarily be for the purpose of supporting day- to-day learning and teaching but over time should generate information that contributes to the school's self evaluation processes.
- All members of staff have a responsibility for assessment and should be involved in the development of practice across the school and the interpretation and use of the information generated.
- Parents and carers should regularly be appraised of pupils' progress and encouraged to be actively involved in the assessment process.
- Assessment information will be benchmarked against the progress and attainment of others to ensure high standards.

4. Assessment approaches

At St Michael's CE Junior School 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

Formative assessment can be completed through: marking and feedback, questioning, regular short recap quizzes, self and peer-assessment and/or observations.

Teachers will:

- Promote a classroom ethos that values the pupils' views;
- Involve the pupils at all stages in decisions about their learning;
- Gather information about progress by using a variety of assessment for learning techniques to suit the pupils and the nature of the learning e.g. observation, discussion, conferencing, questioning, error diagnosis, analysis, marking, self/peer assessment;
- Find out what pupils already know before starting a new topic and make links between prior learning and the new learning, e.g. concept mapping;
- Frame clear learning objectives, using what they know about the children;
- Share learning objectives and the criteria for successful learning - explain, model or engage pupils in conversation about what will make good quality work;
- Enable the pupils to know what they are learning, why they are learning it and how it fits into the "big picture" of the curriculum;
- Fine tune and differentiate planning and teaching in response to pupils' learning needs;
- Give all pupils the opportunity to succeed, ensuring they are assessed effectively;
- Help pupils understand how they learn effectively;
- Recognise that mistakes are an important part of learning and an opportunity to take learning further;
- Ensure SEND children and those with disabilities are assessed appropriately according to their needs;
- Plan for and ask questions in all parts of a lesson;
- Develop peer and self assessment by:
 - introducing the skills and ideas over time;
 - modelling the process;
 - using it to help the pupils understand assessment criteria;
 - using the pupils' skills in small tasks and larger ones;
 - allowing risks to be taken and mistakes to be made;
 - expecting the pupils gradually to take over more control of the process;
 - using it at different points in a series of lessons.
- Use effective marking and feedback by:
 - relating feedback to the success criteria;
 - giving next steps;
 - scrutinising pupils' work to find areas for improvement;
 - changing teaching plans according to what is discovered.

Pupils will:

- Be involved in and responsible for their own learning;
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning;
- Be able to explain what they are learning and talk about what a successful outcome will look like;
- Spend most of the lesson actively thinking about the learning;
- Identify aspects of their work that they find easy or difficult;
- Contribute to developing success criteria;
- Use feedback from a teacher or a peer to make improvements in their own work;
- Use success criteria to identify successes and next steps in their own work and that of their peers;
- Understand where and how their current learning fits into the bigger picture;
- Be able to monitor their own work against the success criteria and know that they are making good progress;
- Think, learn and talk about HOW they learn and what helps them to learn;
- Ask and answer questions about what they are learning of teachers and other pupils;
- Be able to discuss their personal targets and the progress they are making;
- Identify an aspect of their work that could become a personal or group target.

School Leaders will:

- Monitor formative assessment to be assured that problems will be identified at individual level;
- Discuss individual children with staff to ensure children meet expectations.

Formative assessment records may be kept by the class teacher in order to inform judgements.

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-school summative assessment

Summative assessment can be end-of-year tests, end-of-topic or unit test, and/or reviews for pupils with special educational needs or disabilities. NFER tests are used in Year 3,4 and 5.

Teachers will:

- Use tests to make judgements of progress for different groups of pupils, where appropriate;
- Use tests, where appropriate, to move the pupils' learning forward;
- Use analysis of National tests, optional tests and other assessment to identify strengths and areas for development and make a difference to their planning.

Pupils will:

- Use the information to understand how well they have learned a topic over a period of time;
- Receive feedback on how to improve.

School Leaders will:

- Use the data to monitor the performance of classes;
- Identify where interventions are required;
- Use the information to inform the writing of reports to parents and follow government guidelines

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:

- National Curriculum tests and teacher assessments at the end of Key Stage 2 (KS2) (year 6)

Nationally standardised summative assessment

Teachers will:

- Ensure the school meets all statutory requirements related to assessment;
- Use tests to understand national expectations;
- Compare how pupils are performing in comparison to those nationally.

School Leaders and Governors will:

- Use the data to benchmark the school's performance against other schools locally and nationally

- Make judgements about the school's effectiveness;
- Provide information for parents in line with government guidelines

5. Collecting and using data

Practice

- An assessment calendar outlines the planned programme of assessment activities within our school. This includes the data that needs to be recorded and how it is used.
- Assessment is carried out on a day-to-day, periodic and transitional basis.
- Assessment is carried out in the following ways:
 - Observations
 - Pupil Progress Meetings
 - Work Scrutinies
 - Pupil Conferencing
 - Discussion
 - Child's self assessment –learning pit.
 - Focussed Marking (See Marking Policy)
 - Use of National Tasks and Test materials
 - Use of internal tracking data
- The school meets all statutory requirements related to assessment.
- Teachers are kept up to date with developments in assessment practice through updates from curriculum leaders, moderation with cluster schools and moderation sessions.

Recording should:

- Be consistent throughout the school;
- Be based on a variety of sources of evidence;
- Be manageable, useful and appropriate;
- Provide evidence of achievement;
- Identify pupil progress;
- Meet all statutory requirements related to End of Key Stage Assessments;
- Involve pupils and parents in setting and reviewing next steps.

Reporting should:

- Provide clear information which a variety of audiences can access and understand about children's progress;
- Outline strengths and areas for development;
- Set targets which are realistic, monitored and reviewed;
- Promote parent/ carer involvement in their child's learning and provide scope for dialogue involving the school, parent/ carer and child;
- Support discussion with parents/ carers;
- Allow information to be shared about pupils' progress in order to support continuity of learning for all pupils;

- Take place within manageable and straightforward systems and procedures agreed between professionals that will ensure the timely transfer of information;
- Enable teachers to use information received to influence and guide actions at whole school, subject and class level and help determine the provision for groups and individuals;
- Demonstrate clear understanding of and trust in the judgments of colleagues.

Moderation should:

- Be regularly carried out – within classes, across year groups and across phases;
- Ensure consistency in judgements;
- Allow teachers to share judgments and professional expertise within external County led moderation and with other schools.

Monitoring should:

- Recognise all sources of information and their value in identifying pupil progress;
- Ensure consistency of practice throughout the school;
- Track pupils' progress against curriculum objectives and identify any changes in delivery that may be needed;
- Allow all teachers and stakeholders to have an understanding of the school's data and its role in evaluating teaching and learning.

6. Reporting to parents

Assessment data will be reported to parents through the annual reports and parents evenings.

Annual reports to parents must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:

Including

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of KS2 SATs
 - 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'

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.

8. Training

School staff receive training annually on how assessment takes place at the school, including input before parents evenings and annual reports to parents.

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 every 3 years by at FGB. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy