

Shurdington CofE Primary
Be the **BEST** we can be, through love.

Believe Enjoy Succeed Together

'Love God and love your neighbour as you love yourself.'

Matthew 22, verses 37 and 39.

Assessment Policy

Shurdington Church of England policies are written in the spirit of Christian values.

1. The principles and purpose of assessment

There are three forms of assessment used at Shurdington. Each with its own purposes:

- Day to day school formative assessment.
- In school summative assessment.
- National standardised assessment.

1.1 School formative assessment

Day-to-day school formative assessment includes:

- Question and answers within lessons.
- Marking of pupil work, (please see marking policy).
- Observational assessments within lessons.
- Lesson recaps, quizzes and bell activities.
- Scanning work for pupil attainment and development.
- Use of pupil target sheets and cards

1.2 Aims of formative assessment

Formative assessment allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are in need of support, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan next steps in learning. When effectively communicated by teachers, school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education. School formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

1.3 School summative assessment

School summative assessment includes:

- 'Hot' and 'Cold' writes to measure mastery and depth in writing.
- Convince me activities, progress tests, arithmetic tests and Testbase National Curriculum Maths tests are used to measure mastery and depth in maths.

- Reading comprehension, Testbase National Curriculum Reading Tests and benchmarking to measure mastery and depth in reading.
- Unit vocabulary sheets for Topic, R.E and Science.
- Reading and Spelling Ages
- Quizzes and pupils answering of subject specific questions.

1.4 Aims of summative assessment

Summative assessment enables teachers to evaluate both pupil learning at the end of a set period and the impact of their own teaching. Both these purposes help to plan for subsequent teaching and learning. These will be reported to parents at parent's evenings and at the end of the year in their child's report in order to inform them about the achievement, progress and wider outcomes of their children. School summative assessment provides pupils with information about 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 continue to improve. School summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

1.5 National standardised assessment

National standardised assessment includes:

- National Curriculum tests at the end of Key Stage 2.
- National Curriculum teacher assessments at the end of Key Stage 1.
- Reception Baseline.
- Multiplication Tables Check in Year 4.

1.6 Aims of National standardised assessment.

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. They also provide parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children. Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context and enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. They allow the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making and provide a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

1.7 Moderation

Moderation is the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning. The moderation process helps teachers make dependable and accurate judgements regarding a student

progress and attainment. At Shurdington, the moderation process is used to increase assessment dependability. Moderation is carried out at a range of levels:

- Moderating with other adults in the classroom.
- Moderating with other teachers within the school.
- Moderating with other schools.
- Using external moderators.

2. School tracking system

At Shurdington, the INSIGHT tracking system is used to keep a record of assessment in Reading, English, Mathematics and Science. Formative and summative assessment is used to identify a pupil's attainment within the curriculum and a traffic light system shows which objectives have been covered and to which depth the children have understood them. Teachers then use this data to inform their planning. At the end of each term, teachers assess whether a child is well below ARE (Age Related Expectations), below ARE, meeting ARE or if a pupils is learning is at a Greater Depth. This is then analysed by SLT (Senior Leadership Team) and Subject Leaders, discussed during pupil progress meeting and followed up as required. Other subjects have their own assessment systems that have been developed by the subject leaders.

3. Monitoring and review

It is Headteacher responsibility along with the SLT to maintain and update the Assessment Policy as necessary, ensure it is followed and check it does not produce an unnecessary workload for staff. This will then be discussed and approved by Governors. The policy should be reviewed at least every two years.

Signed:

Headteacher:

Date:

Signed:

Chair of Governors:

Date: