



**CHARLESWORTH SCHOOL**

*...from tiny acorns great oaks grow*

# Assessment Policy



## Rationale:

*'Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as: "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'*

Assessment for Learning: Assessment Reform Group 2002

## Aims and Objectives:

At Charlesworth School, the Assessment process should inform pupils, parents and teachers about the progress being made by a child and where they need to improve. This will drive achievement and ensure that all children are well prepared for the next stage of their education and to achieve the aims outlined in our Curriculum Vision so that our pupils:

- Become articulate in communicating their ideas and in listening to and considering the ideas of those around them
- Are able to make informed risks in their learning
- Develop the wisdom to constructively challenge perceptions, opinions and actions in order to embed their learning

The principles that underpin our assessment system are:

- A school ethos that promotes and emphasises the opportunity for all children to success if they are taught and assessed effectively.
- Children will make age appropriate progress; assessment will be used to focus on monitoring and supporting this progress as well as attainment and wider outcomes.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding for learning to ensure all children achieve.
- Children will take responsibility for achievements and will be encouraged to reflect on their own progress, understanding their strengths and identifying what they need to do to improve.
- Assessment will support informative and productive conversations with pupils and parents.
- Best practice regarding assessment is achieved without adding unnecessarily teacher workload

There are three main forms of assessment at Charlesworth School:

- **In-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.
- **In-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period.
- **Statutory Testing**, which is used by the Government as a means of national

standardised summative assessment.

### **Formative Assessment**

Often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work.

They can then use this evidence to:

- Identify progress and gaps in learning (including individual support needs)
- Set learning goals and success criteria
- Provide feedback to pupils through marking, discussions and teaching
- Self and peer assessment

### **Summative Assessment**

This gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each pupil's achievements.

All children are regularly assessed against the National Curriculum expectations. Every term teachers will assess independent work against an agreed set of criteria in Reading, Writing and Maths that are based on the end of year outcomes for National Curriculum subjects. This is recorded in an Achievement Tracking Grid so that progress can be represented in the acquisition of retained and applied skills.

Similar grids will be used to record end of year attainment of knowledge, understanding and skills in other areas of the National Curriculum to support evaluation of learning in those subjects and to inform the end of year reports to parents.

Summative assessment tests will be used to support evaluation of pupil progress in Maths, Reading and in Grammar and Punctuation by determining which skills the pupils have retained. These will take the form of a Baseline Test early in the Autumn Term, a Progress Test as the pupil arrive back from the Christmas break and a final assessment at the same time as the National SATs. Information from these tests will be discussed at Pupil Progress Meetings and might identify where additional intervention is required to ensure pupils make sufficient progress.

Formal writing assessments across a range of genre are carried out each term and are marked against pre-defined criteria that link to the end of year objectives and specific criteria for individual writing genre. This information will be recorded and support the discussions at Pupil Progress meetings.

### **Statutory National Testing and Reporting**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for OFSTED's discussions, when making judgments about the school's performance.

### Early Years and Foundation Stage (EYFS)

Children in Reception will be assessed on entry, using the Early Excellence Baseline process. This will form the baseline for progress measure at the end of Key Stage Two. Children will continue to be assessed against the **Prime and Specific areas of Learning** in the **EYFS profile**. Assessments will be based on observation of daily activities and events.

At the end of Reception, teacher will judge, for each **Early Learning Goal**, whether a child is meeting the level of development expected at the end of the Reception year: Children will be deemed to be at a **Good Level of Development (GLD)** when they can demonstrate that they have met the Expected Level the following areas of learning:-

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics

### Key Stage 1:

In Year One, children will be formally assessed using the **Phonics Screening Check**. Children who do not pass the check will be re-tested in Year Two. The results are reported to parents and the LA. In Year Two, children complete the statutory assessment tests (**SATs**) in Reading, Grammar Punctuation and Spelling and Maths, in line with Government policy. Test outcomes support and inform teacher assessment. Both outcomes are reported to parents and the Local Authority.

### Key Stage 2

At the end of Year Six children complete the statutory assessment tests (**SATs**) in Reading, Grammar Punctuation and Spelling and Maths, in line with Government policy. Tests are externally marked. Teacher Assessment is also submitted to the Local Authority. Both outcomes are reported to parents.

## **Roles and Responsibility:**

### **Headteacher**

The Headteacher retains overall responsibility for the implementation of this policy across the school. They will work with individual teachers to:

- Review the outcomes of summative assessments
- Analyse pupil progress and attainment, including individual pupils and specific pupil groups
- Identify pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritise key actions to address underachievement of individuals and groups
- Monitoring the quality and accuracy of assessment
- Report to *Governors* on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Hold teachers to account for the progress individual pupils towards their end of year expectations at mid-year and end of year pupil progress meetings
- Ensure that staff are sufficiently trained
- Ensure that there is an up to date and accurate data base of pupils outcomes

They will also, in discussion with the Subject Leader and the link governor ensure that this policy is reviewed according to the governor policy review schedule.

### **Subject Leader**

The role of the Subject Leader is to provide professional leadership and management in order to secure high quality and accurate assessment throughout the school. They will regularly monitor various aspects of the administration, monitoring and moderation of assessments within the school, e.g., planning, assessments, marking and pupil interviews.

### **Teachers**

Teachers have responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. In addition, they will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report. Teachers are responsible for ensuring that they are familiar with the standards for the subjects that they assess.

### **Governors**

Governors, with the support of the Headteacher, are responsible for ensuring that the assessment process is monitored through regular reports on standards and progress. They are also responsible for ensuring the monitoring and review of the Science Policy occurs in line with the governor policy review schedule.

### **Parents**

The information from assessment is communicated to parents and pupils on a termly

basis. Parent Consultations take place during the Autumn and Spring term to discuss progress, agreed targets or areas for development and to view children's work and. Teachers are also available for informal consultation throughout the year. As the academic year draws to a close, the annual school report informs parents about pupil experiences, achievements, progress and highlights. Parents are offered a meeting to discuss and reflect on their child's learning and how we can move forward together.

### Assessment Cycle

In order to monitor progress and identify gaps in pupils' learning, Charlesworth School has implemented an annual cycle of assessment and evaluation of progress to ensure that all pupils make good progress across the year. Where this is not the case, that specific and effective interventions are put in place to address any barriers to progress (which can then be evaluated through further assessment opportunities)

Term	Statutory	Formative	Summative
Autumn 1	EYFS Baseline		Baseline Tests (Y1-6)
Autumn 2		Teacher Assessment Review	
Spring 1			In-Year Tests (Y1-6)
Spring 2		Teacher Assessment Review	
Summer 1			
Summer 2	Y1 Phonics Screen Key Stage One SATs Key Stage Two SATs	Final Teacher Assessment	Y1,3,4,5 Final Tests*

\*Y2 and Y6 are not tested as they will have completed the statutory tests.

### Monitoring Progress Through Assessment

The Headteacher meets on a termly basis with each teacher to evaluate the assessment data at Pupil Progress Meetings. These meetings are opportunities for professional dialogue about the cohort as a whole and about individual pupils. During the meeting, achievements in reading, writing, maths and science will be discussed in terms of:

- The proportion of pupils who are Emerging, Expected or Exceeding?
- How does this compare to the previous term and the previous year?
- Are there any pupils not making progress?
- Are there any pupils making rapid progress?
- Is there any difference in progress made by boys and girls?
- Are children with SEN making good progress from their different starting points?
- Are pupils eligible for Pupil Premium making good progress?

Other aspects of the cohort are also discussed that may have had an impact on pupil progress. These might be key changes that have happened for the class or individual. At Charlesworth School we also assess the pupils' readiness to learn using a set of age appropriate criteria develop from the Leuven's Scale (see Policy for Therapeutic Provision available for download from the school website)

### **Reporting to Parents**

Teacher assessments and test results are reported to parents at the Autumn and Spring Term Parents Evening. The first meeting during the first half term, is related to expectations, targets and how they have settled into their new year group. The Spring meeting addresses current pupil progress including celebrating achievements and identifying areas of concern. A Pupil Report Card is sent home before the meetings to encourage parents to discuss the contents with their child and ensure that the meeting is a dialogue to support pupil progress that identifies how home and school can work in partnership.

At the end of the year, annual written report gives summative feedback to parents regarding their child's achievements and their attitude to learning. This will include a celebration of their learning and clearly identified targets to improve their progress in the coming year.

### **Use of IT and Digital Resources:**

At Charlesworth School, assessment data is stored electronically in the form of assessment grids and tracking spreadsheets. The school is currently investigating mobile apps to support ongoing formative assessments and software that will enable effective evaluation of cohort assessment data. Statutory data is reported both the LA and DfE via the school Management Information System (RM Integris).

### **Equal Opportunities/ Inclusion:**

At Charlesworth School, We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching. We challenge all children regardless of ability reach their potential. We meet the needs of SEN children, by providing targeted, focussed support with areas of the curriculum which they are finding challenging. We also meet

the needs of our Gifted and Talented children, by providing focused challenges that will extend and reinforce their skills across a range of subjects and contexts. For all children, progress is measure from the various starting points so that all achievements can be celebrated.

### **Monitoring and Review**

The Headteacher and Governing Body will review the implementation of the Assessment Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.





