



Assessment Policy

Adopted Summer Term 2018

Review June 2019 (to reflect changes to statutory assessment criteria from the DfE)

Context

The Government introduced a new National Curriculum in 2014 which raised the expectations of the attainment of children right across the primary phase of education. As part of this new curriculum, the government abolished the old National Curriculum 'levels' as a way of judging and tracking children's progress through their primary education. Schools were encouraged to produce their own assessment system, in-keeping with their school ethos and aims, which would enable them to assess, record and track each child's progress against the National Curriculum expectations for the end of each year or key stage (dependent on subject). The National Association of Head Teachers (NAHT) produced the *Underpinning Principles of Assessment* to guide schools in creating an effective school assessment system (see Appendix 1) which have been used by St. Peter's to create our school assessment policy and procedures.

Aims and Rationale

At St. Peter's, we believe that:

- Each child is an individual and that our assessment of them should enable them to make progress towards the National Curriculum at an appropriate level.
- Assessment is most effective when it builds a picture of a child's performance both daily and over time (including strengths and emerging needs) and is used to target subsequent learning to challenge, inspire and motivate all children in their learning.
- Assessment supports continual improvement in independent learning but we must celebrate what children do well as well as identify what they need to do next.
- Assessment is an inclusive approach and is suitable for all the children in our school. Where additional assessments are needed, these will be used to inform classroom practice, make additional adaptations and plan for extra provision to support additional needs or Special Educational Needs.
- Assessment judgements are reached in a fair and honest way, reflecting the independent ability of children from a range of evidence. These judgements are supported through rigorous moderation across the school and with other professionals from outside of school.
- Assessment data is used to track the progress of children across the school, to ensure that they make good progress and achieve their full academic potential. This data is also used to help make further improvements to the school's provision and performance for the benefit of all the children we teach.

Assessment for Learning (formative assessment)

St. Peter's believes that assessment is fundamental to effective teaching and learning. It helps to gather information about each child's abilities, their individual learning needs and their overall academic performance. Effective use of assessment is an integral part of daily teaching at St. Peter's and allows staff to observe, question, discuss and feedback on skills and learning throughout all parts of the learning sequence. Teachers use this information to plan for, adapt and re-shape learning to meet the needs of individuals, groups and cohorts based on their current abilities and their emerging learning needs. Therefore, effective assessment underpins lesson planning, lesson delivery and the organisation of learning on a daily basis.

Principles and practices of Assessment for Learning

Assessment for Learning should:

- Be part of effective planning of teaching and learning
- Should focus on how students learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because any assessment has an emotional impact
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Enable learners to receive constructive guidance about how to improve
- Develop learners' capacity for self-assessment so that they can become reflective and self-managing
- Recognise the full range of achievements for all learners.

Assessment for Learning underpins every learning sequence at St. Peter's, using teachers' professional skills to identify good assessment opportunities to assess children's capabilities and emerging learning needs. Effective teaching responds to this assessment information in a timely manner to challenge, extend, support or re-shape learning tasks to better meet the needs of the children on a continual basis within each lesson. The information gathered from Assessment for Learning is subsequently used to make informal records such as on annotated planning, make adjustments to future lessons and to identify where/ how effective differentiation is required to enable children to make good progress in their learning.

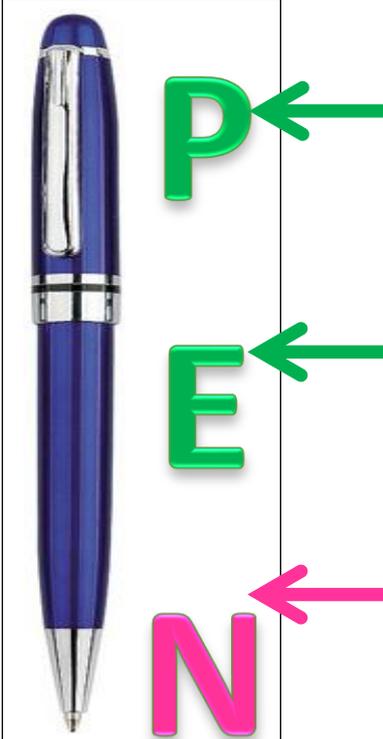
At St. Peter's, Assessment for Learning may take the following forms:

- Focused observations on children's discussions with talk partners, interactions and learning against a specific objective or success criteria. Teachers may also use whiteboards for children to generate an individual response and then ask all the class to 'show me' to check how secure their understanding is.
- Targeted questioning to get children to illicit their understanding and deepen their responses using 'throw back' questions such as "Can you use an example to prove it?"
- The use of lesson objectives and success criteria so the children are aware of what they are learning and how to deepen their understanding of this concept.
- Self-assessment and peer assessment is used for children to review, edit and improve their work in order to help them become reflective learners, and specifically refers to the objective/ success criteria for that lesson.

- Coaching using verbal feedback from staff to prompt, guide and model improvement in outcomes in discussion with the children.
- Verbal or written feedback will give children supportive, directed and developmental feedback to improve their work, closely matched to their emerging learning needs.

Marking and Feedback

The St. Peter's approach to marking and feedback balances the need for high quality, developmental written feedback to make improvements to children's learning with the wide range of other highly effective ways that feedback can improve learning over time. It is expected that each child receives 2 pieces of detailed, written feedback in English and Maths each week. This approach builds upon the previous marking policy of PEN (Praise, Evidence and Next Steps) where green comments or highlighting reflects *Green for Go* and pink comments or highlighting mean *Pink for Think*. This feedback gives detailed evidence of what the child has done well against the learning objective/success criteria, provides evidence of where this has been achieved and then provides a developmental next step which needs to be acted upon to make subsequent improvement. This next step will be in the form of either: a **fix it** or a **stretch it**. All marked work that receives detailed feedback will be evidenced in exercise books by the use of a PEN sticker.



A comment providing praise of what the child has done well against the LO and success criteria, written in the context of their prior learning and their ability.

Evidence identifies where they have done this well. This could simply be where there are ticks in the work (i.e. correct answers or word class) or visual symbols in Literacy. A key phrase or concept may be highlighted.

The next step is identified here as either a **Fix it** or **Stretch it** task:

- A fix it task will show where improvement needs to be made through corrections, redrafting or editing. Spelling corrections, recall of key facts and presentation skills will also be addressed in the next steps. This can be identified through highlighting errors.
- A stretch it task will be a follow-up task where children's learning is extended or used in a different context. These can be pre-planned and stuck in on stickers to aid speed and presentation.

Example of a Fix It:

You have used the conjunction 'then' to extend lots of your sentences. Rewrite the three highlighted sentences using three different conjunctions to add detail.

You could use 'which' or 'because'

Example of a Stretch It:

Siti used all the digits below to form two different 2-digit numbers which have the biggest possible difference. What's the difference?

6	3	2	7																				
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It is an expectation that all children respond to their detailed PEN feedback and this can be evidenced in their books clearly, underneath where the feedback has been given. Teachers are able to plan their week and marking load to best target the children and groups they need to, so as to ensure that their feedback is pertinent and timely.

Where children do not receive detailed written feedback, there is an expectation that there will be some form of response to learning which is acknowledged by the teacher but in less detail. Children’s responses will centre upon accurate and age-appropriate self-assessment or learning comments to show the impact of the teaching following each lesson, reflecting their knowledge of meta-cognition and themselves as learners. These responses may be “I agree with the next steps you have identified” or “You could use ___ or ___ to help make these improvements”. Some work may be marked with a marking code detailing the context or support given during the lesson. These codes can be found in appendix 2.

Non-focus marked example responses

<p>Guided Write, Verbal Feedback or TA assisted</p>	<p>The child should write a learning comment to show what they have learned from the adult input and how they could use this to improve subsequent outcomes.</p>
<p>Self-Assessment</p> <ul style="list-style-type: none"> • Children could underline examples of the success criteria and LO in green • Children could complete a skills or feature checklist • Children could use visual symbols to demonstrate their progress towards the LO • Children could identify a weak sentence or skill in their work • Children could identify five calculations or misspellings in their outcomes 	<ul style="list-style-type: none"> • Using modelled criteria, children can write their own developmental next step from their understanding of their own work. • Children will identify their own successes and development points. They could then write a next step or edit work to include what they have not yet included. • Using modelled criteria, children can write their own developmental next step from their understanding of their own work. • They could explain what was weak about this aspect of the work and improve it to demonstrate their understanding • They could check their skills or spelling and then re-write where required
<p>Learning comments</p> <p>Children can reflect on their learning, writing a response to one of the following question stems (or other similar learning-centred focused questions)</p> <ol style="list-style-type: none"> 1. What problem did you face in this work and how did you overcome it? 2. What skill have you learned and explain how to use it 3. What strategies or methods have you used to complete today’s learning? How have they helped you? 4. What have you improved through today’s learning? How will it help you? 5. Explain how you could use today’s learning in a different context. 6. What has helped you to improve your learning today? 7. What skill do you need to improve now to make your work even better? How do you know? 	

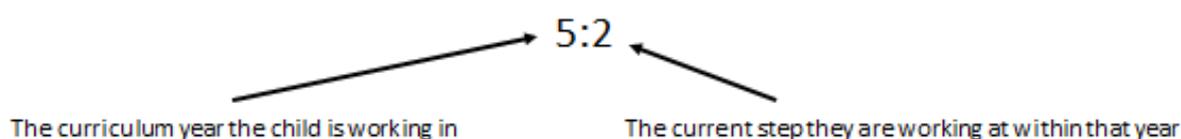
Time needs to be given in the lesson (most probably the plenary) to ensure these reflections are pertinent and well-considered, demonstrating an understanding of their learning and the developmental journey they are on. Questions and example responses need to be displayed so comments are accurate and learning focused.

Assessment of Learning (summative)

Summative assessments will be made three times a year, towards the end of each term. Throughout the term, staff will collect detailed evidence for their six focus children using regular Assessment for Learning opportunities. This evidence will be from a range of sources including: independent written outcomes; observations of their learning; informal quotations from lessons which demonstrate their understanding; photocopies of whiteboard work and other sources as appropriate. Class teachers will use this evidence to make a judgement on the performance of these children against national expectations and apply a 'best-fit' judgement to describe the curriculum year and stage that the child is working at. These judgements will be moderated by staff from across the school in termly moderation meetings where teachers 'present' their evidence before their judgement is either agreed or moderated. This process is rigorous, follows stringent guidelines and ensures that judgements are consistent across year groups and key stages. Following moderation in staff meeting time, PPA time and through other professional dialogue, staff use the assessment judgements for their focus children to inform their judgements on other children's attainment and progress using their professional judgement and a benchmarking process to ensure consistent standards.

All staff use the adapted *Entrust Assessment Grids* for Writing and the STAT Sheffield Assessment grids for Reading and Maths to make their assessment judgements. For staff in Nursery and Reception, assessments are made against the *Development Matters* criteria.

Teacher assessment for children's attainment will be made in the following way:



The first number refers the year group curriculum that the child is currently accessing. If a child is in Year 2, then this will be 2 and a child in Reception would be 0

Each academic year is split into 6 steps and it is expected that children will make at least 6 steps progress one year. The step they are currently on within that year group is recorded as the second number.

:2 means that the child is **emerging** at that year's expectations

:4 means that the child is **developing** at that year's expectations

:6 means that the child is **secure** at that year's expectations

Termly assessments will be made and referred to in school as:

Name of Term	Assessment Checkpoint	Age Related Attainment Step
Autumn Term	Checkpoint 2 (CP2)	x.2
Spring Term	Checkpoint 4 (CP4)	x.4
Summer Term	Checkpoint 6 (CP6)	x.6

At the end of each year, if a child is meeting age-related expectations then they should be awarded a judgement which shows their current curriculum year group with step 6. So, a child meeting age-related expectations at the end of Year 4 should be awarded a 4:6.

Tracking of pupil progress

Once summative assessments have been made for each child, class teachers will input these into the MIS system, ScholarPack. This cloud-based software will collate, record and report on pupil progress and attainment once individual assessments have been inputted.

Using the assessment module in ScholarPack, each half term is worth one step. When assessments are recorded at the end of each term, it is expected progress if the children have made two steps forward. Accelerated progress would be three steps or more in one term or seven steps in an academic year. The table below shows the values for 'on track' at each data point (the end of each academic term). Teachers can use discretion to suggest that children are in-between these steps if required. In addition, some children can be recorded as 'mastering' the curriculum and can be awarded this if appropriate.

Step Scoring System			
Year	Checkpoint	Step value (for children on track)	Aggregate Score
1	CP2 (Autumn 2)	1:2	20
1	CP4 (Spring 2)	1:4	22
1	CP6 (Summer 2)	1:6	24
2	CP2 (Autumn 2)	2:2	26
2	CP4 (Spring 2)	2:4	28
2	CP6 (Summer 2)	2:6	30
3	CP2 (Autumn 2)	3:2	32
3	CP4 (Spring 2)	3:4	34
3	CP6 (Summer 2)	3:6	36
4	CP2 (Autumn 2)	4:2	38
4	CP4 (Spring 2)	4:4	40
4	CP6 (Summer 2)	4:6	42
5	CP2 (Autumn 2)	5:2	44
5	CP4 (Spring 2)	5:4	46
5	CP6 (Summer 2)	5:6	48
6	CP2 (Autumn 2)	6:2	50
6	CP4 (Spring 2)	6:4	52
6	CP6 (Summer 2)	6:6	54

The aggregate scores are used by the MIS to calculate progress and attainment data for children across the school. Every term, class teachers have to report on the progress of their class, vulnerable groups within the class and the progress of individuals using the data made available to them through ScholarPack. These Pupil Progress meetings for part of a professional dialogue about staff performance and are used to raise standards of teaching alongside Performance Management.

To review their class data, class teachers will look at the information in the following reports within ScholarPack:

- Checkpoints
- Simple Tracker
- Progress Tracker

The assessment data also provides senior leaders with a detailed picture of the school's performance in subjects, particular year groups or for vulnerable cohorts within the school. Senior leaders use this information to analyse performance, plan or target CPD to raise standards and use it to report on the priorities or progress towards School Development objectives. This analysis is used to report on the school's effectiveness to parents, governors, community stakeholders and to Ofsted.

ScholarPack Assessment Points System for Early Years

Early Years Scoring System				
<u>Year</u>	<u>EYFS Band and Stage</u>	<u>Aggregate Score</u>	<u>Step</u>	<u>Checkpoint</u>
Nursery	30-50 Emerging	11	-1:4	CP2
Nursery	30-50 Developing	12	-1:5	CP4
Nursery	30-50 Secure	13	-1:6	CP6
Reception	30-50 Secure	13	-1:6	BL (Baseline)
Reception	40-60 Emerging	14	0:2	CP2 (Autumn 2)
Reception	40-60 Secure	16	0:4	CP4 (Spring 2)
Reception	Early Learning Goal 1	17	0:5	CP6 (Summer 2)
Reception	Early Learning Goal 2	18	0:6	CP6 (Summer 2)
Reception	Early Learning Goal 3	19	1:1	CP6 (Summer 2)

Early Years assessments are made and collated in a similar way, with rigorous moderation of judgements on a termly basis. EYFS teaching staff make judgements against the Development Matters age-related criteria for the 17 Areas of Learning and record where the children are operating against the expectations for children of that age. Just like the rest of the school, these summative assessments are recorded in ScholarPack and analysed in Pupil Progress meetings on a termly basis. At the end of the Reception year, a judgement will be made about where children are for each of the 17 Areas of Learning and will be recorded as either emerging, expected or exceeding.

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

External assessment

Throughout a child's school journey, there will be several occasions where statutory external assessments are made to judge where children are with their learning as well as to gather information to report of the performance of the school. These assessments will be made at the following stages of a child's school career:

- EYFS Profile in relation to Development Matters which tracks children's attainment against the Early Learning Goals at the end of Reception.
- Year 1 Phonics Screening to assess children's ability to decode words using segmenting and blending strategies.
- Key Stage 1 Tests and Teacher Assessment at the End of Year 2. Children will sit tests in English Reading, English Grammar, Punctuation and Spelling and Mathematics. Staff will also record a teacher assessment judgement for Reading, Writing, Maths and Science to reflect each child's attainment against age-related expectations at the end of Year 2; this is reported to parents at the end of Year 2 using the outcomes from the KS1 tests to help inform teacher assessment judgements.
- Key Stage 2 Tests in English Reading, English Grammar, Punctuation and Spelling and Mathematics. Further assessment will be made on English Writing using evidence from writing outcomes and Teacher Assessment. Children will receive a raw score and a scaled score for English Reading, English Grammar, Punctuation and Spelling and Mathematics. This will state whether they have met the national required standard and compare their progress with progress of similar peers nationally. A scaled score of 100 will be an expected score to show that national standards have been met. Further to this, Teacher Assessments will be made for Reading, Writing, Maths and Science in relation to children's attainment compared to national expectations.

Reporting to parents

In July of each year, children's parents will receive a report which details both attainment and progress across all aspects of the primary curriculum. Staff will report on a child's level of effort in different subjects as well as sharing with parents where their current attainment places them in relation to national standards for the end of that year group. Reports will also include a commentary on core curriculum subjects as well as targets for the coming year. An end of year parents evening is scheduled after reports have been sent home to parents in order for every child's progress and attainment to be discussed further.

If children have taken external assessments during that academic year, their outcomes and results will also be distributed to parents, where possible at the same time as end of year reports.

Further to this, there is an opportunity to discuss children's progress with class teachers every term at parents evening as well as more informal discussions which can happen after school and by prior appointment.

Staff roles in assessment

Staff at all levels within the school play an important role in the assessment of children's learning and the progress they make. The sharing of information, outcomes and discussions all plays a crucial part in developing effective sequences of learning for each child and helps to secure better outcomes for them on a daily basis.

- **Teaching assistants and 1:1 supports** work with groups of children and individuals at the class teacher's direction. They are given specific learning activities and skills to focus on, both to support learning as part of the main lesson as well as intervention programmes to support progress with specific targets or areas of the curriculum. Often there will be a specific focus or question for the teaching assistants to gather assessment evidence for and this evidence will be given to the class teacher, either verbally or using written templates where appropriate.
- **Class Teachers** plan for and deliver sequences of learning, designed specifically to develop the skills needed to enable children to meet the end of year curriculum requirements. These sequences of learning will be designed in-line with the school curriculum plan and the on-going needs of children in each subject, based on accurate assessment of their abilities through Assessment for Learning. On a termly basis, children's progress will be scrutinised by class teachers and the Headteacher in pupil progress meetings. Class Teachers will review their class' outcomes, identifying children making good or limited progress and reflecting on teaching approaches that have helped to raise attainment. Specific targets and interventions will be suggested by class teachers to address the data outcomes, linked to Performance Management targets and the School Development Plan.
- **Subject Leaders** and staff with areas of responsibility support staff in making judgements about the current performance of children against assessment criteria. This will be through moderation, book scans and coaching. Then all subject leaders will use the summative assessment information, produced on a termly basis, to review the performance (progress and relative attainment) of year groups, vulnerable groups and individuals across the subject area they are responsible for. This review of assessment data is presented by subject leaders at the Senior Leadership Team meetings, Governor Resources committees and with external validators such as the School Improvement Partner. Assessment data is used to provide a source of evidence to evaluate school improvement or identify areas of need across the school.
- **Senior Leaders** support the assessment process through the expectation to gather effective Assessment for Learning evidence from daily teaching and the use of this, along with other outcomes, to make accurate judgements on attainment and progress through rigorous moderation, standardisation and monitoring of standards. Senior Leaders are ultimately accountable for the progress that children make throughout the school and therefore they must be supportive in raising standards of teaching/ use of effective assessment strategies but hold staff to account for the performance of their class' progress using the Performance Management cycle to ensure standards are high and improving. Senior Leaders are accountable for the school assessment system, its robust design and the validity of its outcomes. They are held to account over this by governors, external validators such as the School Improvement Partner and finally by The Diocesan Board of Education, Ofsted and the Department for Education.

Appendix 1 NAHT Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
6. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning.Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Appendix 2 Marking Codes

Some work will be marked using codes to indicate the context or support of the learning as well as the nature of feedback that has taken place. Codes that may be written in the books are as follows:

TF – teacher focus group

GW – guided writing

TA (or appropriate stamp) – worked with a Teaching Assistant

I (or appropriate stamp) – independent work

P – paired work

VF (or speech bubble) – verbal feedback given

Supply teachers/cover teachers should also initial the work they have marked.

It is acceptable for older children to annotate their finished work with these codes as directed by the teacher.