



# Assessment Policy



**Approved by:** Full Governing Board

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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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of assessment

Assessment lies at the heart of supporting children’s learning. It provides a framework within which educational objectives may be set and children’s progress monitored.

Assessment will be incorporated systematically into teaching strategies in order to identify any gaps and ensure progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

The programmes of study within the 2014 National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools

to check what pupils have learned and whether they are on track to meet expectations at the end of each year group.

At Southville Primary School, we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning (formative) and assessment of learning (summative).

Our assessment procedures are free from bias with regards to gender, class, race and disability.

### **Objectives**

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with appropriate information;
- to monitor progress and support/extend learning;
- to recognise the achievements of all pupils;
- to comply with statutory requirements.

## **4. Assessment approaches**

At Southville Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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

In-school formative assessment includes assessment for learning (AfL) strategies used by teachers within lessons, marking by staff within and outside of lessons, questioning, self-assessment, peer-assessment and observations by teaching and support staff. Formative assessment is used to inform the steps that teachers take within and across lessons, identifying gaps and misconceptions to be built into the learning process.

### **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 includes point-in-time teacher assessments three times a year, which are informed by tests from years 2 to 6. In such cases where teachers utilise tests to support their summative assessments, the teacher's knowledge and understanding of each child is used to moderate the outcomes of tests and therefore teacher assessment overrides test result. Summative assessment enables teachers, senior leaders and governors to monitor progress over time and teachers to identify gaps in learning for all children.

#### 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

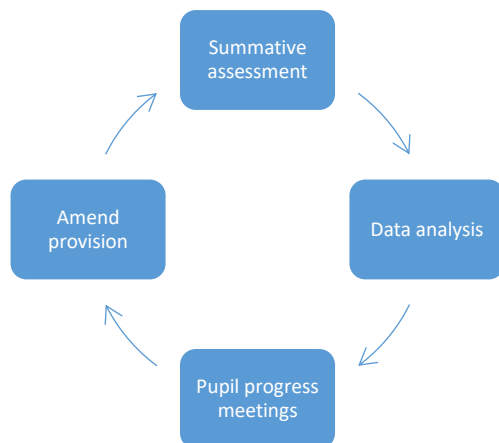
Nationally standardised summative assessments include:

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

## 5. Collecting and using data

The school collects assessment data for all children three times a year in terms 2, 4 and 6. This data is input by class teachers onto the school's assessment information system for the purposes of tracking pupil progress. The information collected on each child is a summative assessment of each child's current step of attainment at that point in time; teachers are given directed time to complete this process to avoid adding unnecessary burden to their workload.

Senior leaders and teachers utilise this data three times a year for pupil progress meetings. The headteacher utilises this data anonymously to periodically inform governors of progress and attainment in all year groups. The link between summative assessment and provision mapping is swift to ensure that children's emerging needs are addressed quickly.



## 6. Reporting to parents

The assessment data collected on each child is shared with parents at parents' evenings and in annual written reports. During parents' evenings, teachers share strengths and targets for children in core subjects using the information gathered through both formative and summative assessments. On annual reports, parents are informed as to whether their children are at the Expected Standard for their age or whether they are above or below the Expected Standard. Alongside this, parents are provided with strengths and targets for their children in reading, writing, mathematics and science.

For children who are in Reception, parents are informed about whether their child achieved a Good Level of Development at the end of the EYFS. For children who are in year 2 and year 6, parents are informed about the outcome of statutory end-of-KS assessments.

## 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

Teachers are provided with training on how to use the school's assessment processes accurately and effectively, including any tests and the online assessment database. Teachers who are new to a year group with statutory assessments are sent on external training courses to understand the statutory assessment arrangements for that year group.

## 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

### 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

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

## **10. Monitoring**

This policy will be reviewed periodically by the headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher and other senior leaders will monitor the effectiveness of assessment practices across the school, through: moderation of assessment judgements, lesson observations, book scrutinies and pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy