



The Diocese of Coventry
Multi Academy Trust

Assessment Policy

St John's C of E Academy

Updated: October 2019

Review date: October 2021

Rationale

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values alongside our school values and vision and ensure all children are ready for their next steps.

At St John's C of E Academy, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the vision and values and work of the school and is endorsed in our vision and mission statement.

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

PUPIL MOTTO

I will shine!

Introduction

1.1 Assessment lay at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers to identify areas of strength and next steps.

1.2 At St. John's Church of England Academy we undertake different forms of assessment.

a) Formative assessment - Involves the use of ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve it (e.g. to close the gap in their knowledge). Assessment for learning is supported by ensuring the learning objective is clear and concise. We use the language of 'LO' for the learning objective of each lesson. Teachers create success criteria with the children during lessons to support them in achieving the objective of the lesson. We also use peer/self-evaluation, pupil feedback and effective questioning.

b) Summative assessments - These occur at defined periods of the academic year such as predetermined SATs tests, Phonics testing or at the end of a unit of work. They involve judging pupils' performance against national standards. Summative tests help teachers in making end of key stage assessments and are also of use in determining the overall attainment for pupils.

c) Diagnostic assessments - All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data. Diagnostic assessment helps to identify specific learning strengths and needs, and usually follows an initial assessment at the beginning of a learning programme, where there is an indication of the need for further, more detailed assessment. It is related to specific skills needed for tasks.

1.3 We give our children regular feedback on their learning so that they understand what it is that they need to do to improve and move their learning forward. This includes 'Shine Time' and 'Time to Reflect'

2. Objectives

2.1 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 recognize 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 information that allows them to make judgements about the effectiveness of the school.
- to comply with statutory requirements.

3 Planning for assessment

3.1 We use our school's curriculum plans to guide our teaching. In these plans, we give details of what is to be taught to each year group.

3.2 We plan our lessons with clear learning objectives (LOs). We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

3.3 Teachers always share the lessons learning objective (LO) with the children

3.4 Teachers ask differentiated, targeted questions and analyse pupils' responses to find out what they know, understand and can do. This reveals their misconceptions.

3.5 We make a note of those individual children who do not achieve or who excel at the expected level for the lesson, and we use this information when planning for the next lesson.

4 Target-setting

4.1 Teachers meet termly with Senior Leaders to review the progress of each child and may set revised targets at this time.

4.2 As part of our 'Pupil Progress Meetings' termly and 'Progress Pitstops' half- termly, we set targets in Mathematics, Reading and Writing.

5 Records and Record Keeping

5.1 Teachers use records to review pupils progress, set appropriate targets for the future and to form the basis of reports.

5.2 Records are kept in many ways. These may include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. significant outcomes
- Teacher's mark books
- STAT Tracker Online
- Development Matters Profile
- STAT – Assessment and Planning Tracking Grids
- Read, Write Inc – Phonics Assessments

5.3 In order to summarise all evidence of achievement, we keep a record of each child's attainment in the Core National Curriculum subjects.

5.4 All children are assessed on at least a termly basis using the STAT Sheffield assessment and planning grids in reading, writing, SPAG and maths. Children are assessed at the age and stage which is in relation to their academic achievement. The children are judged as to whether or not they are meeting the age- related expectations for their year group. These results are entered onto Educator STAT Online.

5.5. Regular phonics assessments occur using a 'school generated' assessment grid based on the letters and sounds sequence. These results are recorded and analysed to re-group children or alter provision.

5.7 Additional assessment materials are used throughout the year to support teacher assessment, planning and provision. These may include, speaking and listening assessments, diagnostic reading and writing assessments, speech and language assessments and specific intervention screening programs.

5.8 Statutory assessments are carried out according to the administrative body guidelines.

6. Assessment in the Foundation Stage

6.1 On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed termly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

6.2 We complete individual baseline assessments on entry to Reception using the Development Matters Framework. We continue to complete assessments throughout the year using the framework and compare these against our on-entry data to show progression. Assessment is based on the teachers on-going observations and assessments in the areas of learning. Each child's typical developments and achievements are recorded in their profile. At the end of the academic year, children in Reception are assessed as to whether or not they have met the age-related expectations (Early Learning Goals).

7. Reporting to parents

7.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.

7.2 Each term we offer parents the opportunity to meet their child's teacher at the 'Termly Learning Conference'. This is a 3-way conversation between parents, children and their teachers. Children's views about their learning are discussed as well as an opportunity for teachers to share attainment and progress information.

7.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year in English and Maths.

In the core National Curriculum subjects, we judge the children as to whether or not they are working at, above or below age related expectations. This ensures that pupils and parents understand their performance and allows them to take action towards improving.

7.4 We write individual comments on all subjects of the National Curriculum. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. When sending out the report, we include a form for parental feedback. For those parents with concerns that are not answered in the report, we offer an opportunity to meet with their class teacher.

7.5 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests. We also report the outcomes of the National Phonics Screening tests to Year 1 and 2 parents. Parents of children in Reception are provided with details of achievement towards the Early Learning Goals.

7.6 At the start of each term, parents will receive a Topic Map and Knowledge Organiser, indicating the areas of work that will be covered over the term and key facts and vocabulary they will be learning.

8 Feedback to pupils

8.1 We believe that feedback to pupils is very important as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (See Feedback and Marking policy), as this ensures that we all mark in the same way, and the children learn to recognise the symbols. 8.2 We give children both verbal and written feedback (where appropriate) on their work. This feedback makes clear whether the objective has been met and we identify what the child needs to do in order to produce (even) better work in the future. 'Shine Time' allows for 1:1 or small group time to either- address misconceptions or provide further challenge.

3 Through Shine Time, we allow time for the children to absorb any comments written on their work, to answer any questions written on it by the teacher and to also ask any questions of their own. They may also make improvements on their work during this time. We believe that learning is maximised when children enter into dialogue about their work.

8.4 Having children assess their own or each other's work can be very effective, because it

enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always reflect upon the work themselves afterwards.

9. Standardisation/Moderation

9.1 The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on judgements in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools
- By using the SATs exemplification materials

10. The Role of the School Assessment Leader

10.1 A member of the leadership team has the responsibility for the development of the assessment, recording and reporting procedures in school.

10.2 The leader's responsibilities (with the support from the Headteacher) include:

- contributing to the SDP and SEF through work with the SLT
- leading school development in assessment, recording and reporting (ARR) procedures
- liaising with other subject leaders within the school
- liaising with other assessment leaders within the MAT/LA where appropriate
- attending and lead INSET where appropriate
- keeping Governors informed

11. Monitoring and Evaluation

11.1 Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives introduced by the government throughout the year.