

St. Peter's CE Primary Academy



Assessment Policy

Status: Good Practice

Date adopted by Governing Body:

Date for review: September 2023

Signed by the Chair of the Governing Body:

Date signed: December 2021

1 Introduction

1.1 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 and assessment *of* learning.

1.2 Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. 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 this aim (i.e. to close the gap in their knowledge).

1.3 Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

1.4 We give our children regular feedback (especially verbal throughout the lesson) on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

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 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 information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment – formative assessment

3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group.

3.2 To support our teaching we use the National Curriculum 2014, SACRE Agreed Syllabus for RE, Understanding Christianity and the Statutory Early Years Framework 2021.

3.3 We plan our lessons with clear learning objectives. 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.

3.4 Teachers share the lesson's learning objective with the children. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

3.5 Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

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

4 Summative Assessment – PiXL and National

4.1 The PiXL termly tests are used to record attainment in reading, GPS and mathematics. Each test can be analysed to produce a question level analysis (QLAs) document which provides an overview of the children's areas of development from their assessment. The QLAs contain key content domains and enable teachers to measure, track and share children's attainment.

4.2 Test papers exist for Reading, GPS and Maths. These tests also have a corresponding Question Level Analysis (QLA) tool which will give staff individual pupil reports, and an overall report for your cohort.

- Year 1 Test Papers These tests are diagnostic and can be used as conversational tools to assess children's learning in reading and maths. See timetable for more information.
- Year 2 Test Papers These tests are undertaken each term in reading, GPS and maths. Some of the contents of these tests are taken from previous KS1 SAT tests. See timetable for more information.
- Years 3-5 Test Papers These tests are undertaken each term in reading, GPS and maths. See timetable for more information.
- Years 6 Test Papers These tests are undertaken each half term in reading, GPS and maths. Some of the contents of these tests are taken from previous KS2 SAT tests. See timetable for more information.

4.3 Once each child has completed their assessment using a test paper, their raw score will be marked and converted using the scaled score conversion tables and then using the scaled score the children will be assigned a "PiXL" grade. See table below.

A1	Greater Depth Children Consistently performing at a higher standard within their year group
A2	Higher Expected/Potential to achieve GDS Therapy/intervention needed to secure GD standard
E1	Expected Standard Children are securely at the expected standard and national expectation for their age group
E2	Lower end of Expected Standard Children are targeted to secure achieving national expectations for their year group. This will often be through quality first teaching or targeted support.
B1	Working Towards Standard – Key Marginals Children that are currently below the standard of the test, however, through the use of therapies to address gaps in their knowledge, have potential to meet the expected standard and national expectation for their Year Group.
B2	Working Below Standard Not on course to meet national expectations or the child is working below the standard of the year group tests. Children can be tested on lower year groups test/progress can be qualitative and based on books

4.4 Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- End of Year 1 phonics screening test

- End of KS1 SATs in English (Reading) and Maths (end of Year 2)
- End of KS2 SATs in English (Reading, Grammar, Punctuation and Spelling) and Maths (end of Year 6). On occasion Science sampling may occur.

4.5 Assessing pupils with SEND

We have high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and specialised testing (B2 PiXL Programme) to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual. Progress in communication or social skills may be considered as well as alternative methods of recording.

4.6 Assessing higher attaining pupils

We will ensure that all pupils, including those higher attaining pupils, do work that deepens their knowledge, understanding and skills, rather than simply undertake more work of the same difficulty or going on to study different content. During pupil progress meetings there will be a specific focus regarding high attainers and progress. Where support for an individual child is identified, intervention will be provided for those children aspiring to achieve greater depth within the expected standard using PiXL's A2 programme.

5 Reporting to parents

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

5.2 We offer parents the opportunity to meet their child's teacher formally twice a year. At the first meeting of the school year we discuss their progress since the beginning of the term. At the second meeting of the year (which we hold in the spring term) we evaluate their child's progress as measured against age related expectations. We encourage parents to keep in contact with their child's teacher and request meetings when they need to discuss any areas of learning.

5.3 During the summer term we give all parents a written report of their child's progress, attainment and achievements during the year. In this report we also identify target areas for the next school year. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

5.4 In reports for pupils in Year 2 and Year 6 we also provide details of the attainment achieved in the National Curriculum tests.

5.5 We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.

5.6 In reports for Year 1 pupils, and those retaking the screen in Year 2, We will also provide details of the attainment achieved in the phonics screen.

5.6 At the start of a term each of our teachers gives parents an update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the rest of the term.

6 Feedback to pupils

6.1 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.

6.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking.

6.3 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

6.4 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 check the work themselves afterwards.

7 Inclusion and assessment for learning

7.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We will ensure the progress of pupil groups especially disadvantaged pupils (those in receipt of pupil premium) and other groups including the higher attainers and those with SEN.

7.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

8 Consistency

8.1 All subject leaders study examples of children's work within their subject area. All our teachers discuss these so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9 Monitoring and review

9.1 The Senior Leadership Team/Subject coordinators are responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The subject coordinators use this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

9.2 This policy will be reviewed in two years, or earlier if necessary

Appendix 1 : **St Peter's CE Primary Academy Annual Assessment Cycle
2021-22**

SLT: Headteacher, Deputy Headteacher/SENDCo, English lead and Maths lead

A U T U M N T E R M
<p>September</p> <ul style="list-style-type: none"> • Pupil Progress meetings - Teachers access all data on PiXL detailing each child's progress and attainment in reading, writing, GPS, maths and science • Update PiXL for any new children • YR teacher receive on entry information from pre-schools • Baseline assessment entry for EYFSP; • Individual children and groups are identified for intervention programmes from Progress Tracking documentation by class teachers and SENDCo • English and Maths co-ordinators share internally and externally produced data and feedback to staff • Update between SENDCo and Class Teachers for pupils with SEN, pupil passports reviewed • Year 6 September Assessment PiXL Paper 1 • Year 5 PiXL Autumn Assessment
<p>October</p> <ul style="list-style-type: none"> • SLT carry out gap analysis for writing and subject book looks to monitor results • Governor scrutiny of previous end of year results. • Year 2 PiXL Autumn Assessment • Year 3 – 5 PiXL Autumn Assessment
H A L F T E R M
<p>October</p> <ul style="list-style-type: none"> • Parent Consultations <p>November</p> <ul style="list-style-type: none"> • SLT review of progress and attainment for classes and groups – QLA from PiXL • Year 6 Previous KS2 National Curriculum papers • Governor scrutiny of progress data • Year 1 phonics tracker
<p>December</p> <ul style="list-style-type: none"> • Pupil Progress Meetings with actions identified and review dates set, including review of intervention

SPRING TERM

January

- Year 1 PiXL diagnostic PiXL assessment reading, writing and maths
- Writing moderation
- Science Moderation
- Maths Book Trawl
- Maths Moderation
- Year 6 Previous KS2 national papers

February

- Phonics Assessment Y1 Week
- Parent Consultations
- Year 2 PiXL Spring Assessment
- Years 3 – 5 PiXL Spring Assessment

HALF TERM

March/April

- Pupil Progress Meetings with actions identified and review dates set, including review of intervention
- Year 6 Previous KS2 National Papers
- Governor scrutiny of progress data

SUMMER TERM

April/May

- Maths moderation
- National Standardised Assessments Years 2 (May) and 6 SATs (Wk beg 10/05/21)
- Science Moderation
- Year 3- 5 Summer PiXL Assessments

HALF TERM	
June	<ul style="list-style-type: none"> • Year 1 Phonics test • Year 1 Summer PiXL Assessments • Pupil progress meetings • SLT carry out gap analysis for writing and subject book to monitor results • Annual written reports to Headteacher • EYFSP data to be sent to LA • Y2 and Y6 teacher assessments to LA • Transition documentation to secondary schools • Governor scrutiny of data
July	<ul style="list-style-type: none"> • Annual written report sent to parents – linked to assessment of core subjects • Senco/class teacher to feedback on the children's progress in achieving their Pupil Passport targets and note areas for development • Receiving teacher has opportunity to speak with the previous class teacher • Pupil progress meetings and review of progress against end of year targets; set end of year targets for following year • Individual children and groups are identified for intervention programmes for Autumn Term from Progress Tracking documentation by class teachers and SENDCO • Analysis of attainment and progress in subjects by each leader • Analysis of internal test and SATs results by SLT

Policy Updates and amendments		
Date	Change	Reason
Sept 2021	Statutory Early Years Framework 2021.	Updated guidance
Dec 2021	SACRE Agreed Syllabus	Leicestershire Agreed Syllabus for RE introduced 2021
Sept 2021	Summative Assessment – information about PiXL	Assessment system adopted by the academy
Sept 2021	Annual Assessment Cycle updated	To reflect the calendar of events for 2021-22