



St George's Primary School ASSESSMENT POLICY

St George's Mission Statement

St George's is a Christian school which works in partnership with parents, governors, the church and the local community.

Through friendliness and care we develop independent, successful and confident learners

In reverence we embrace the awe and wonder of God's creation

In service we celebrate the diversity and uniqueness of each other

St George's School Motto

Working together for the achievement of all

St George's School Values

Respect, Kindness, Creativity, Forgiveness, Friendship and Honesty

ST GEORGE'S CE PRIMARY SCHOOL

Policy on Assessment

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>

Rationale and Principles of Assessment

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. There needs to be a clear purpose for assessing and is fit for its intended purpose. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. It needs to provide clear information which is reliable and free from bias. At St George's (Hanover Square) Primary School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

We Aim to:

- monitor and record the attainment and progress of individuals, groups and cohorts
- use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- inform parents and the Governing Body about progress and attainment
- ensure a consistent approach to measure progress towards and against national standards
- get children to take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- achieve our assessment without adding unnecessarily to teacher workload
- ensure assessment is inclusive of all abilities
- use a range of assessments including 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

Delivery

At St George's (Hanover Square) Primary School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day in-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development.

It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

The range of 'Day-to-Day In-School Formative Assessments' used include:

- making use of rich questions and answers
- marking of pupils' work with appropriate level of response from pupils in green pen
- observational assessments
- regular short re-cap quizzes
- benchmarking and moderation of pupils' books
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment e.g. self-marking against agreed success-criteria in green pen
- peer marking e.g. peer-marking against agreed success-criteria in blue pen

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will support the progress grids reviewed by SLT about achievement and progress as well as wider outcomes. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' used include:

- end of year tests
- short end of topic or unit tests or tasks
- reviews for pupils with SEN and disabilities
- termly 'best fit' teacher assessment relating to the National Curriculum age related expectations reported on SIMS tracking system for Reading, Writing, Maths, and R.E.. Science is still in the development stage.
- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

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 judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- Early Learning Goals (ELGs) in Year R (2015-16 only)
- Phonics screening test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1 (Year 2 SATs)
- National Curriculum tests at the end of Key Stage 2 (Year 6 SATs)

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children in years Reception -6, will now be assessed and split into 3 categories as follows:

Emerging/Developing/Secure

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Key Stage leaders/AHTs: Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

Accountability

The Local Authority assesses pupils outcomes at regular intervals throughout the year and all schools have their performance tables published annually.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMs school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school will, when making use of external assessment systems, continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Communication with Parents and Carers

Children's attainment and progress will be shared in discussions at Parent Meetings which take place each term. This provides parents with a broad picture of their child's progress and achievement with suggested 'learning at home' activities, to support further development. These suggestions will reinforce the important partnership between parents and school in supporting children's education. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Date for review: September 2017

