



# Deal Parochial C.E.P School

## Assessment Policy



**Kindness, Trust, Friendship, Respect, Courage, Forgiveness**

### **Vision statement**

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

**TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

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## **Introduction**

This Policy outlines the purpose, nature and management of assessment at Deal Parochial Church of England Primary School. It is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

## **Aims**

The aim of the policy is to give a clear outline of all assessment techniques at Deal Parochial CEP School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

## **Roles and Responsibilities**

Teachers are responsible for carrying out summative and formative assessments. Where appropriate, outcomes will be shared with pupils as part of an ongoing dialogue about their learning and progress. Teachers are responsible for tracking pupil progress and reporting to the Assessment coordinator and informing parents.

Subject leaders will use assessment to inform their action plans and monitoring.

The Headteacher & Assessment coordinator have the overall responsibility for monitoring assessment.

## **Purposes of assessment are:**

- To enable all individual pupils to make good progress in their learning
- To track individual and groups progress
- To identify children for intervention
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- To allow teachers to plan effectively, reflecting the needs of each child
- Include reliable judgements about how learners are performing, related, where appropriate to age related expectations.
- To provide information to set appropriate targets for groups and individuals
- Enable us to involve parents in their child's progress
- To provide the Headteacher and governors with information that allows them to make accurate judgements about the effectiveness of the school.

## **Forms of Assessment**

### **Formative Assessment (Day to day in-school assessment)**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

At Deal Parochial, formative assessment methods include: live marking during lessons, developmental questions as part of marking, feedback and pupil responses, self and peer assessment, measure of knowledge and understanding against learning objectives and success criteria.

### **Summative Assessment (In-school assessment)**

This involves judging pupils' performance against the national age-related expectations. Teachers form these judgements at the end of each term (Autumn, Spring and Summer) using a combination of tests, mark sheets,

book scrutiny and moderation. Subject leaders and the SLT are part of the moderating and book scrutiny process. Year 2 and 6 use the interim assessment frameworks.

Summative assessment enables teachers to evaluate both pupils' learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

In writing, extended pieces are moderated within the school as part of the CPD schedule and as part of DEALT (across the multi-academy trust).

In Maths, Reading and EGPS, Testbase AQA National Curriculum assessments are used.

Progress of pupils with SEND is reviewed and summative assessments are adapted as necessary.

Pupils who have not made expected progress or whom have fallen behind are targeted for interventions or in-class support.

### **Nationally Standardised Summative Assessment**

#### **Early Years**

A baseline assessment is carried out during the first term.

#### **Year 1 Phonics Screening Test.**

This test is administered internally. These results are then reported to the local authority and to parents.

Pupils who do not meet the threshold of the phonics screening in Year 1 will be retested in Year 2. This data will also be reported to the local authority and to parents.

#### **National Key Stage One Assessments**

At the end of year 2, pupils will be given teacher assessments in reading, writing, mathematics, EGPS and science.

Pupils will be assessed against criteria in the following areas:

- Reading, Writing, Maths, EGPS
  - working below the expected standard, working at the expected standard and working at greater depth.
- Science –
  - has not met the expected standard and working at the expected standard.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

#### **Year 4 Multiplication Tables Check**

This check is administered internally. These results are then reported to the local authority and to parents.

### **National Key Stage Two Assessments**

At the end of year 6, pupils will be given assessment standards in reading, writing, mathematics, EGPS and science.

Pupils will be assessed against criteria under the following headings:

- Reading, Writing, Maths, EGPS
  - working towards the expected standard, working at the expected standard and working at Greater Depth
- Science
  - Has not met the expected standard and working at the expected standard.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 – spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These will be carried out in school on set dates during May. The children will receive a standardised score where 100 is the expected attainment and 110 is working at the higher standard. Teacher assessments will be given for writing and science. Test scores will be given for maths, reading and EGPS.

### **National Curriculum assessments (SATs)**

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

### **How pupils are tracked:**

Summative assessments are carried out three times a year and whole school data analysed. Data is reviewed in SLT meeting and staff meetings with all teaching staff.

If a child is identified as not making sufficient progress, a number of measures may be put into place:

- targeted support in class by the class teacher/teaching assistant
- intervention programme put in place (this may be 1:1 or a group intervention)
- parents/carers invited to a meeting to discuss their child's progress.

All summative assessments are completed on Sonar, our online assessment tracking programme. Formative assessment is completed on either Sonar or Excel, to allow for curriculum objectives to be allocated to specific year groups.

### **Accuracy and consistency of judgements**

To ensure teachers' judgements are accurate and consistent, the following steps are put in place:

- moderation during Professional Development Meetings of in-school teaching staff and teaching staff

from within DEALT (our MAT).

- Standardised tests used to form part of teachers' summative assessments.
- Staff attend training for their subject to ensure they are kept up to date with good practice and share it with school staff to share and develop our practice.

### **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It allows for children with special educational needs and disabilities, children who have English as an additional language and for those that excel to be given a differentiated curriculum which meets their needs. Our assessment policy ensures that identification of these children is systematic and effective.

### **Special Educational Needs**

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND, they will draw upon any formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

### **Reporting to parents**

Parents receive a written report twice during each academic year. The main report is written at the beginning of term 4. This includes attainment and effort grades for all subjects and comments on the child's academic progress in core subjects. Targets are also set for reading, writing, maths and general. The report includes a comment slip for parents and they are also offered the opportunity to discuss their child's report with the class teacher.

At the end of each academic year, SATS results for children in Years 2 and 6 are reported along with teacher assessments for Years 1, 3, 4 and 5. Pupils in Year 1 receive a notification of Phonics Screening Check scores along with any pupils in Year 2 who were rescreened due to not passing in Year 1. Parents are also informed of whether pupils have met, partially met or still working towards their targets set during the mid-year report.

Parents of children in EYFS receive 2 written reports based on their Early Year curriculum and how children are assessed against good levels of development.

There are also two parent/teacher consultations each year; one in the autumn term and one in the spring term (after the first written report). Parents are also able to request a meeting with their child's class teacher at any point throughout the year.