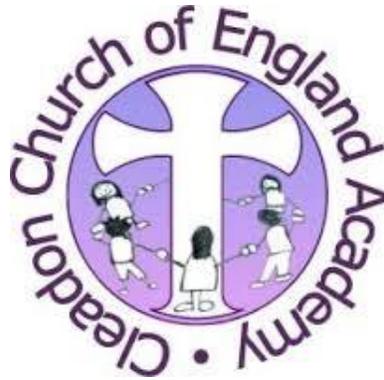


Cleadon Church of England Academy

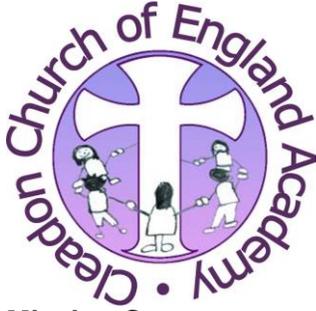


Assessment and Self Review Policy

Policy Agreed: Autumn 2015

Policy Reviewed: Autumn 2016
Autumn 2017
Autumn 2018
Autumn 2019

Date of Next Review: Autumn 2020



Believe

Inspire

Excel

Mission Statement

Guided by our caring Christian ethos, we all work together to equip everyone with the skills, attitude, creativity and motivation to become happy successful lifelong learners and respectful global citizens.

Values	
We will bring our Christian ethos to life by:	
Striving for excellence	<ul style="list-style-type: none"> • Setting high expectations, • Showing pride, passion and self-belief, • Encouraging forward thinking and embracing challenge, • Promoting continuous learning, • Recruiting the right people, • Facilitating continuous improvement, • Providing the widest range of opportunities to excel.
Achieving together	<ul style="list-style-type: none"> • Learning and working together harmoniously, within a supportive environment, • Ensuring everyone is valued, • Enabling everyone to have a voice, • Promoting shared understanding and ownership, through collaboration, • Sharing good practice, and celebrating success, • Challenging ourselves and others, • Supporting the communities in which we live and work.
Showing respect	<ul style="list-style-type: none"> • Promoting the wellbeing of all members, • Recognizing everybody's contribution, • Demonstrating courtesy and fairness to all, • Embracing diversity and practicing tolerance, • Celebrating the individual.
Inspiring success	<ul style="list-style-type: none"> • Nurturing achievement and celebrating success, • Embracing inspiration and innovation, • Encouraging self-motivation, • Providing inspirational, creative teaching and challenge, • Providing positive role models, • Delivering a broad and exciting curriculum that engages and enthuses all learners.
Acting with integrity	<ul style="list-style-type: none"> • Maintaining professionalism at all times, • Valuing honesty, trust and accepting accountability, • Establishing transparent and effective communication, • Listening and acting upon feedback, • Ensuring collective care and responsibility.
This will be delivered within a caring, happy, safe and secure environment.	

Equal Opportunities

All children are entitled to praise, encouragement and a positive approach to marking, irrespective of race, gender, religion or ability in line with the school's Equal Opportunities Policy.

Inclusion Statement

At Cleadon Church of England Academy, provision is made for children to access a curriculum appropriate to their individual needs. For children with SEN, teachers will use their findings when marking, to plan for the next steps in their IEPs.

Rationale

At Cleadon Church of England Academy, we recognise the importance of Assessment and see it as a continuous process to which everyone contributes. This policy sets out our approach to monitoring and evaluating progress and targets in order to raise achievement.

We believe that the process of assessment and school self review is to:-

- Monitor teaching and learning standards across the curriculum and key stages.
- Enable teachers to reflect and develop their planning and teaching.
- Provide Subject Leaders with guidelines and support on managing their subject effectively.
- Expect high standards of achievement and attainment.
- Involve children in the assessment of their work, in recognising their improvements and how to develop.
- Provide school with information to evaluate work and set suitable targets.
- Have standardised procedures in place to monitor attainment and progress.
- Share information with staff, governors and parents.
- Ensure good assessment provides pupils with diagnostic comments to enable them to improve (Ref. Marking Policy)

Aims and Objectives

The purpose of assessment within school is to provide clear information on the attainment and progress of all groups of learners across school. Staff work closely together to moderate judgements and ensure there is a consistent approach across school. A mixture of summative and formal assessment is used by staff. Our approach to assessment, through teaching and learning is to:-

- Assess children working within the National Curriculum against age related key skills, in all subjects, identifying areas of strength and areas to develop further.

- Provide staff with information to plan effective next steps in learning, to allow all children to reach their potential.
- Use the outcomes of assessment to monitor the consistency of teaching standards across school.
- Inform subject leads on standards within their subject across school.
- Inform senior leaders and Directors on standards within school.
- Provide information for parents and enable them to support their child's learning.

The purposes of assessment are:

- To be formative, providing information for the teacher to plan the next steps in the children's learning;
- To be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- To be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- To inform the children to enable them to develop their learning.

Effective assessment for learning principles are a key part of our approach to teaching and learning. Staff use strategies such as next step marking comments, self and peer marking/assessment and structured weekly targets to involve pupils in their learning and to inform them of their next steps. Pre-assessments can be used in order to gauge what children already know, enabling staff to know where to pitch a unit of work. Marking should be against the learning objective and should identify successes and areas for improvement (*see school marking policy*). The results of ongoing formative assessment are used to adapt and modify teaching, to ensure children are challenged and supported in their progress of learning key skills and concepts. All children are expected to learn and progress at a pace broadly in line with their peers.

Questioning

Effective questioning is at the heart of successful assessment. Teachers are expected to demonstrate a high level of questioning in order to probe understanding and therefore assess competence against key expectations.

Curriculum Knowledge

Staff are expected to be skilled in delivering the curriculum, with a sound knowledge of end of year expectations, what children need to know to progress to the next year group and what they have learned in the previous year. Staff need to ensure planning provides a range of contexts for children to practise and demonstrate growing mastery and depth of key expectations.

Assessment Data

Data is recorded on Classroom Monitor, against expected outcomes. Judgements are recorded as untaught, taught (but still a target), almost, secure and greater depth. There is an expectation that 85% of any cohort will be working at secure by the end of the year. This not only reflects floor standards, but sets a level of high expectation for all pupils. We expect children who are judged as secure to show a mastery of the key expectations. Those who exceed this, should demonstrate a greater depth of learning and application.

All children begin the academic year emerging towards key expectations, continuing from their last recorded assessment. As the year progresses, they become emerging+, developing, developing+ secure or greater depth. Progress is tracked using this terminology with a shared expectation that the majority of children will be secure by the end of the academic year. Secure is deemed as showing a mastery of age related expectations (ARE). Any child who is not making expected progress is identified and staff outline intervention strategies in order to close the gap.

Class data and implemented strategies are discussed with team leaders, at pupil progress meetings, so progress can be closely tracked and monitored. These meetings are held three times a year, where termly data for all groups of learners is discussed. Copies of all the data are passed to the relevant members of staff in school, including the Principal and Vice-Principal.

Assessment Across School –

Children in the EYFS, aged 5 and under, are assessed using the EYFS Profile which outlines the standards children must meet from birth to 5 years of age. Children are informally assessed at the beginning of the Reception year, which sets a Baseline assessment. All staff within Nursery and Reception classes liaise closely together in order to standardise judgements across the setting. Assessments consist of observations during child initiated play and also through adult directed tasks. The results are used to give staff an overview of where the children are in terms of the profile and their age, e.g. well below typical, below typical, typical and above typical. It will also inform planning, set targets and aid the early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the *Early Years Foundation Stage Profile (EYFSP)* which is based on the teacher's on-going observations and assessments in the following areas:

The prime areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Children are assessed as having a GLD. A good level of development is defined as children making at least 'expected' level in the three prime areas; PSED, Physical development and communication and language and Mathematics and Literacy. In total there are 12 ELGs within the GLD

In Year One, children undertake a national Phonics Screening Test in June, which assesses phonological knowledge. If a child does not meet the required standard, they will re-sit the test in Year 2.

At the end of Key Stage One, teacher assessment in maths, reading and GPS (grammar, punctuation and spelling) will be informed by externally set SATs tests. Writing and Science are teacher assessed. At this stage, tests are internally marked. Internal moderation takes place to ensure consistency of judgments.

At the end of Key Stage Two, pupils will sit externally set and marked tests in mathematics, reading, and GPS. There will continue to be teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment.

Moderation

The consistency of teachers' judgements on standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject leads and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Staff meetings give opportunities for teachers to moderate work and agree standards. There is a regular programme of moderation both within school and with other schools. Staff are also expected to have weekly discussions on moderation/Classroom Monitor during PPA, if it is taken with a year partner. Periodically, the LA will carry out moderation of end of key stage judgements in school.

Targets

Targets for reading, writing, maths and science are set in September for all year groups. All children have the target of secure, which is the National Standard. Children

who are not working at the expected levels are reported, with strategies outlined in order to boost progress.

Progress within and across year groups is carefully monitored to ensure children are on track to meet age related expectations in order to be ready for their next academic year. The school uses Classroom Monitor to assist in this, using progress 'steps'. Each child is expected to make at least 3 progress 'steps'. Any child who fails to reach the national standard by the end of a year will need to make accelerated progress the following year. Children who exceed the national standards, will be expected to demonstrate an ability to apply their learning in greater depth and in a variety of contexts.

Special Educational Needs

When assessment indicates a child may have special educational needs, the SENCO is informed and the child's progress is carefully monitored. Further assessment will take place if required, such as referral for detailed cognitive assessments by the Educational Psychologist. For all SEN children, an individual Education Plan will be implemented. Targets will be set that involve collaboration between teachers, parents and pupils and progress towards these targets will be monitored. Intervention is planned carefully and can be delivered by class teachers, HLTAs and TAs. Discrete catch-up sessions may be planned in order that children can access whole class teaching sessions with a level of understanding.

Evaluating and Monitoring.

Curriculum monitoring is something which all Subject Leads are involved in on a regular basis. Monitoring of children's work is carried out on a termly basis through work scrutiny by the Senior Management Team. As a school we have formalised approaches to curriculum monitoring:

- monitoring of planning by subject leaders each half term.
- work scrutiny
- talking to pupils and staff
- planning scrutiny
- display scrutiny

Half Termly Reviews.

Throughout each half term teachers are evaluating planning, delivery and progress. This informs planning for the next half term. If there is found to be a significant problem within a subject area the relevant subject leader should be consulted.

Curriculum Monitoring

Subject leads should be regularly looking at planning and children's work. Staff should assess that planning:

- Fulfils the requirements of the National Curriculum.
- Gives a clear indication of key expectations.
- Shows progression and continuity throughout the school.
- Is consistent within year groups.

Staff should also consult teachers, look at classroom display and talk to children about progress within their area.

On an annual basis, subject leaders will undertake an in depth look at their area of responsibility, using Classroom Monitor to access data. On the basis of their findings a report will be produced for the Principal and will be shared with Directors and staff. The review report will be used to identify targets for future development within that subject area.

Reporting Assessments.

Parents have the opportunity to discuss their child's progress twice a year in October and March Parent Evenings. Each child throughout the school has a Parent Conference Sheet which sets targets for the year in English and Maths. These are shared and discussed with parents and provide information for the annual school reports which are sent out in July.

The reports:

- Provide clear information to the parents.
- Set realistic targets which are worked on and reviewed.
- Are sent to parents at times to allow for appropriate action or discussion to take place.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development. These achievements are celebrated in a weekly 'Celebration' Worship.

Roles and Responsibilities

At Cleadon Church of England Academy we believe that everyone is a stakeholder within the assessment process.

Board of Directors / Local Academy Council– monitor whole school progress data, guided by the Principal.

Senior Management Team – Scrutinise work and assessments regularly and provide feedback to staff. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Assessment Lead– oversees assessment throughout school, works with the Principal on analysis of data, supports staff and creates whole school reports for the Principal and Board of Directors.

Subject Leads – analyse attainment and progress within their subject, provide written reports for SMT.

Teaching Staff- Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants- Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers- Support children at home with homework to positively impact on progress.

Pupils- complete all work to highest of standard in order to make good progress in school.