



Christ Church C.E. Primary School

Assessment Policy

Review date: March 2020

Rationale

At Christ Church Primary School, we believe that teaching and learning and assessment go hand in hand. The primary purpose of assessment is to inform the next steps in teaching and learning in order for us to ensure every individual fulfils their maximum potential. Assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learnt. It is also the means by which pupils understand what they have achieved and what they need to work on. At Christ Church, we have a robust assessment and tracking system that uses a carefully planned combination of formative and summative assessment.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and Objectives

- To raise the standards of achievement throughout the school by identifying gaps in learning
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular, reliable information for parents and carers about how their child is performing and provide clear next steps for learning that they can support at home
- To provide parents and carers with information about the whole school's performance
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards
- To celebrate progress and set ambitious targets for attainment and achievement
- To work in school and also externally within LLG/LOGOS to moderate outcomes between schools to ensure consistency of judgements
- To make sure that as a school we keep up with external best practice and innovation through networking with other schools

Types of Assessment

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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 the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

Assessment Methods/Materials

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class assessments PUMA and PIRA) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to inform teacher assessments against key assessment criteria using the tracking grids for reading, writing and maths. These results should not be used in isolation to assess a pupil's progress.

Assessment in the EYFS

See additional policy – assessment in EYFS

Phonics Screening – (Year one)

In June all pupils in year one complete a phonics screening check. Pupils who do not achieve the required standard at the end of year one repeat the check at the end of year two. (Summative Assessment)

Times Tables Screening (planned 2020)

Pupils in Year 4 take an online screening for recall of their times tables facts.

Statutory End of Key Stage Assessment – (Year Two and Year Six)

In Year Two and Year Six, children complete end of Key Stage statutory assessments. National Curriculum Assessments are listed below (Summative Assessment):

Year 2

1. Reading test
2. Maths test

There is no test for writing as this is solely judged through teacher assessment.

Year 6

1. Reading test
2. Maths test
3. Spelling, punctuation and grammar test (sometimes referred to as SPaG)

There is no test for writing as this is solely judged through teacher assessment

Assessment in Years one to six:

(In addition to / other than statutory tests)

- Summative assessment is carried out termly in the form of standardised PIRA and PUMA tests. (Reception class complete the summer term assessments). These are based on National Curriculum objectives for reading and mathematics. In order to make a rounded judgment on a child, a range of evidence is used – work in books, tests, mini assessments, observations and annotated planning.
- Writing is assessed through teacher assessment using Christ Church's bespoke criteria which is based around Key Stage Interim Framework statements. Independent writing assessments are carried out half termly.
- The outcomes of these assessments inform pupil strategy meetings which take place in three tiers:
 - 1) The assessment coordinator analyses the data
 - 2) The assessment coordinator meets with the class teachers to discuss the findings of the analysis and challenge. Children making insufficient progress are highlighted and innovative interventions / strategies suggested. All PPG children are discussed in detail.
 - 3) Class teachers are well informed to then meet with the head teacher to discuss pupil progress.

- The schedule below details the assessment schedule for the academic year.

Autumn

Reading	Writing	GaPS	Mathematics
PIRA end of term assessment. Teacher assessed through classwork/books etc. based on year group objectives and key assessment criteria.	Teacher assessed from independently produced pieces, judgements supported by key assessment criteria.	Rising Stars progress tests. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Assess year group spellings at the start of each term.	PUMA end of term assessment. White Rose assessments. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Rapid reasoning Y3-6.
Ongoing Teacher Assessments			
End of term – TA judgement recorded onto SIMS			

Spring

Reading	Writing	GaPS	Mathematics
PIRA end of term assessment. Teacher assessed through classwork/books etc. based on year group objectives and key assessment criteria.	Teacher assessed from independently produced pieces, judgements supported by key assessment criteria.	Rising Stars progress tests. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Assess year group spellings at the start of each term.	PUMA end of term assessment. White Rose assessments. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Rapid reasoning Y3-6.
Ongoing Teacher Assessments			
End of term – TA judgement recorded onto SIMS			

Summer

Inspire, achieve and grow together as one family

Reading	Writing	GaPS	Mathematics
PIRA end of term assessment. Teacher assessed through classwork/books etc. based on year group objectives and key assessment criteria. Phonic test Year 1 SATS tests Year 2 and Year 6	Teacher assessed from independently produced pieces, judgements supported by key assessment criteria.	Rising Stars progress tests. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Assess year group spellings at the start of each term.	PUMA end of term assessment. White Rose assessments. Teacher assessed through classwork, books, homework, etc. based on year group objectives and key assessment criteria. Rapid reasoning Y3-6. SATS tests Year 2 and Year 6

Ongoing Teacher Assessments

Final judgement made combining ongoing teacher assessment, classwork, tests and summative assessment results.

Pupils receive end of year SIMS judgement

Moderation

The process of moderation is an essential part of our school assessment system. We ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the school, cluster and Local Authority. Teaching staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- I. With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- II. With colleagues from other LLG / LOGOS schools
- III. By attending LA sessions to ensure our judgements are in line with other schools

Tracking Pupil Progress

- We use SIMS tracking grids in order to record pupil data and track progress across Core subjects
- We report 3 times a year for reading, writing, SPAG and maths from Year one to Year six.
- Pupil data is reviewed termly at Strategy Meetings and used to target children who are not working at ARE and for planning/evaluating intervention
- Senior leaders, subject leaders and the SENCO all complete an analysis of the data to review progress for their specific area of responsibility
- Test data is used to triangulate with book scrutiny, progress towards ARE and teacher assessment information

Reports / Sharing information with stakeholders

- Each term the governors receive an internal data report. In addition to this they receive information on statutory assessment performance.
- Parents' evenings are held twice a year where teachers share progress data with parents
- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development
- We publish statutory end of Key Stage data at the end of each academic year on the school website

Planning for Assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum
- The 2014 Revised Primary Curriculum is used to inform our curriculum overview and schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils
- Teachers use focused feedback and marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.