



Living by our Christian Values of

Peace
Trust
Love
Hope
Friendship



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Assessment Policy

St Edward's CE Primary School

| | | |
|----------------------------|--------------------------------|--|
| Approved by: | Governors | Date: 1 st November 2015 |
| Committee: | Curriculum and Standards | Co-ordinator: Matthew Halstead |
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At St Edward's CE Primary School, we aim to embed assessment in to all aspects of learning, using both formal and informal methods. This enables the children to access learning in order to progress at the most appropriate level and using the most appropriate tasks.

We feel that effective teaching and learning is informed and driven by effective assessment.

What do we do at St Edward's CE Primary School?



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Assessment for learning is at the centre of all our planning. Staff assess children using a range of formative and summative approaches.

Summative assessment is usually carried out at the end of a period of learning, or project. Typically, a summative assessment results in a judgement made against national expectations.

Formative assessment is generally carried out throughout a period of learning, lesson or project. Formative assessment is used to aid learning, usually guiding pupils to enable them to improve and progress. It is unlikely that formative assessment would result in a mark. Typically it is a comment about, or example of, how to improve.

Pink and green pens are used to inform children about their work. Green indicates positive aspects of their work/learning and pink indicates that there is something they should think about/act on to improve understanding.

To aid this process we use a range of questioning techniques drawing directly from the headings identified by Bloom's Taxonomy:

Knowledge:

Recognising and recalling information.

What is the capital of Britain?

(Who, what, where, when)

Comprehension:

Displaying understanding.

Why has all the water disappeared when we boiled it?

(Put your understanding in to your own words – explain to someone else...)

Application:

Using what you know to solve another problem.

You know how to add and subtract, so can you tell me how much I spent and how much change I got?

(Show me how you would...)

Analysis:

Breaking problems in to smaller parts.

Given a complex problem, look at different strategies you could use to solve it.

(Can you explain why...)

Synthesis:

Using different strategies/skills to solve new problems.

Once the children have looked at circuits in DT, nets in maths and pattern in art, can you design and build an electric car?



(Can you design... How would you improve...What would happen if...)

Evaluation:

Judging the value of something, perhaps using a criteria

Once a child, or peer, has finished a problem, ask them to judge how well they think the problem was solved.

(Why?)

Summative Assessment:

There is an assessment week in Autumn, Spring and Summer terms. Children complete a reading, writing, GPS and maths test. Rising Stars end of year assessments are used.

In the Summer Term year 2 and 6 complete national tests (SATs).

Science assessments are completed before a particular unit of work is completed and after. There are also mid topic tests available to gauge progress.

Formative Assessment:

The school uses age appropriate exemplars to assess pupil progress. Pitch and expectation is determined by the 2014 National Curriculum.

In year 1 pupils complete a National Phonics Screening.

Formative assessment also takes place through the marking of children's work. This is done in a number of ways, including: Focus group marking, where specific comments are made to enable the child or group of children to move forward, Closing The Gap marking, where specific problems are addressed in children's work, and general feedback, both written and oral to the children.

How do we record our results?

Results from summative assessments are recorded termly on the schools data tracking format. In addition to this we use Educater – an online programme to record and monitor day to day progress. This information is analysed by class teachers. The information is used alongside teacher assessments to ensure progress is occurring, gaps in learning are addressed, and to inform planning. It is also used through pupil progress meetings to identify pupils, or groups of pupils, who are not on track to meet their end of year targets.



In addition to the Educater programme, formative assessments are generally recorded in work books. This information is for the individual child and is intended to provide them with a 'next step' to their learning. This includes closing the gap and focus marking.

Oral assessment takes place all the time and children receive constant feedback from staff.

The progress of Reception pupils is made through observation. Progress is tracked against the Early Learning Goals.

What do we do with this information?

Children are aware of their next steps in all areas of the curriculum. This is achieved through the marking where pupils have the opportunity to respond to comments and close the gap marking.

Children may also be taught as part of a focus groups in English and maths. Focus groups can also be used in other areas of the curriculum. Books are marked according to the lesson objectives and close the gap marking is used to address difficulties.

All children's work books are marked according to the marking policy and teachers make judgements about progress that inform future planning. A system is in place using green pens to indicate work/learning that is good and pink pens to indicate where a child needs to think about an aspect of their work.

Every class teacher has class folder that includes a section recording assessment, the data collected is on standardised formats and enables clear and focused analysis to take place. The folder provides an invaluable tool for daily planning, termly pupil progress meetings and parent consultations.

Pupil Progress meetings play a vital role in identifying children and groups of children who are progressing at different rates. They take place between the Head teacher, class teacher and teaching assistants. As a result of the information discussed, new initiatives, interventions may be introduced or different approaches tried. All the information discussed and collected in these meetings is recorded on standardised formats.

Parent involvement

There are regular opportunities throughout the year for parents to come in to school to discuss their child's progress. We strongly encourage parents to take an active role in their child's learning and school provides opportunities to support this in the form of workshops and meetings throughout the year.



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Where children have special educational needs, parents are consulted and copies of relevant documents including termly pupil centred plans are reviewed at the end of each term.

Parents receive a short progress report during the Autumn and Summer terms. A longer more detailed report is issued in the Spring term.

Appendix A:

Example of tracking format:

| YEAR GROUP 6 | | | | | | | | | | | | | DATE: NOVEMBER 2017 | | | | | | | | | | | |
|------------------------|-----|-----|-----|------|-----|----|-----|---------------|------------|-------|-------|-------|---------------------|----------------------------|----------------------------|----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|---|--|
| ASSESSMENT PAPER MATHS | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Autumn | | | | | | | | | | | |
| Name | Sex | DoB | EAL | SEND | PPG | HA | KS1 | Previous year | Attendance | Score | Score | Score | Below Expectation # | Working Towards Expectatio | Working Towards Expectatio | Working Towards Expectatio | Meeting Expectatio | Exceeding Expectatio | | |
| M | | | | | | X | | 3 EE | 98.11% | 29 | 21 | 19 | | | | | | | X | | | | X | |
| M | | | | X | | | | 2B ME | 90.57% | 23 | 17 | 15 | | x | | | | | | X | | | | |
| M | | | | | | | | 2A ME | 92.45% | 22 | 16 | 10 | | | | | X | | | | X | | | |
| M | | | | | | X | | 3 EE | 100.00% | 29 | 23 | 17 | | | | | | | X | | | | X | |
| M | | | | | | | | 2A ME | 100.00% | 30 | 19 | 16 | | | | | | X | | | | | X | |
| M | | | | | | | | 2A ME | 98.11% | 30 | 17 | 11 | | | | | | X | | | | | X | |
| M | | | | | | X | | 3 EE | 99.06% | 39 | 23 | 21 | | | | | | | | X | | | X | |
| M | | | | | | | | ME | 98.11% | 27 | 20 | 5 | | | | | X | | | | | X | | |
| M | | | | | | | | 2A ME | 97.17% | 28 | 22 | 22 | | | | | | | X | | | | X | |
| M | | | | | | | | 2B ME | 100.00% | 27 | 18 | 15 | | | | | | | X | | | | X | |
| M | | | | | | X | | 3 EE | 98.11% | 38 | 22 | 17 | | | | | | | X | | | | X | |
| Male Total | | | | | | | | | | | | | | 1 | | | | 2 | 3 | 4 | 1 | | | |
| Male Total | | | | | | | | | | | | | | | 1 | | | | | 10 | | | | |
| F | | | X | | | | | 2B ME | 78.20% | 16 | 16 | abs | | | x | | | | | X | | | | |
| F | | | | | | | | EE | 99.06% | 34 | 21 | 12 | | | | | | | | X | | | X | |
| F | | | | | | X | | 3 EE | 98.11% | 40 | 27 | 23 | | | | | | | | | | X | X | |
| F | | | | | | | | 2B ME | 100.00% | 35 | 18 | 15 | | | | | | | | X | | | X | |
| F | | | | | | | | 2A ME | 98.11% | 28 | 18 | 14 | | | | | | X | | | | | X | |
| F | | | | | | | | 2A ME | 94.34% | 33 | 21 | 18 | | | | | | | X | | | | X | |
| F | | | | | | | | 2A ME | 100.00% | 33 | 23 | 14 | | | | | | | X | | | | X | |
| F | | | | | | | | 2A ME | 94.34% | 29 | 23 | 17 | | | | | | | X | | | | X | |
| F | | | | | | | | 2B ME | 92.45% | 18 | 15 | 9 | | | | X | | | | X | | | | |
| F | | | | | | | | | | | | | | | | | | | | | | | | |
| Female Total | | | | | | | | | | | | | | 1 | 1 | | | 1 | 5 | | 1 | | | |
| Female Total | | | | | | | | | | | | | | | 2 | | | | 7 | | | | | |
| Whole Class Total | | | | | | | | | | | | | | 1 | 2 | 2 | 2 | 4 | 9 | 1 | 1 | | | |
| Whole Class Total | | | | | | | | | | | | | | 3 | | | | | 17 | | | | | |



Appendix B:
Example of Assessment Analysis Sheet:

| | | |
|--|----------------------------|--------------------|
| Year All | Maths Data Analysis | 2016 - 17 |
| Total Number of Pupils- 118 | Boys- 53% | Girls- 47 % |
| May not total 100 due to rounding | | |

| ALL PUPILS | | | BOYS | | | GIRLS | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Below expectations |
| 1% 1 | % | % | 0% 0 | % | % | 2% 1 | % | % |
| Working towards expectations |
| 42% 50 | % | % | 40% 25 | % | % | 45% 25 | % | % |
| Meeting expectations |
| 56% 66 | % | % | 59% 37 | % | % | 53% 29 | % | % |
| Exceeding expectations |
| 1% 1 | % | % | 2% 1 | % | % | 0% 0 | % | % |

| SEND | | | NON-SEND | | | PPG | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Below expectations |
| 11% 1 | % | % | 0% 0 | % | % | 0% 0 | % | % |
| Working towards expectations |
| 78% 7 | % | % | 39% 43 | % | % | 25% 2 | % | % |
| Meeting expectations |
| 11% 1 | % | % | 60% 65 | % | % | 75% 6 | % | % |
| Exceeding expectations |
| 0% 0 | % | % | 1% 1 | % | % | 0% 0 | % | % |

| NON-PPG | | | EAL | | | AMA | | |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Below expectations |
| 1% 1 | % | % | 0% 0 | % | % | 0% 0 | % | % |
| Working towards expectations |
| 44% 48 | % | % | 0% 0 | % | % | 0% 0 | % | % |
| Meeting expectations |
| 55% 60 | % | % | 0% 0 | % | % | 80% 4 | % | % |
| Exceeding expectations |
| 1% 1 | % | % | 0% 0 | % | % | 20% 1 | % | % |



Appendix C:
Example of Short Report Format:



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Celebrating Our Achievements



CONDOVER
C.E (Aided) School

**Working together to live by our
Christian values of**

Trust Peace

Hope Love

Friendship

AUTUMN TERM SHORT REPORT

Name:

Class: Ocean

Year Group: 6

Attendance: 100%



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| | KS1 | End of last year | Below Expectation | Working towards expectations | Working towards expectations | Working towards expectations | Meeting expectation | Meeting expectation | Meeting expectation | Meeting expectation | Exceeding expectation |
|---------|-----|------------------|-------------------|------------------------------|------------------------------|------------------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
| Reading | | | | | | | | | | | |
| Writing | | | | | | | | | | | |
| GPS | n/a | | | | | | | | | | |
| Maths | | | | | | | | | | | |

Next Steps:

You will receive 3 written reports each year:

The first is a short report which will provide information about your child's attainment and progress towards end of year targets in English and maths.

The second is a longer report which will provide you with information regarding your child's attainment and progress in all subject areas

The third report is short and will provide you with end of year assessment information for English and maths. For Year 2 and 6 this will be in the form of DfE reports to parents.



Colour coding

X- End of year target (set at the beginning of the Autumn Term)
 X- Autumn Term
 X-Spring Term
 X-Summer Term

| | Below Expectations | Working Towards Expectations | Expected | Exceeding Expectations |
|--------|--------------------|------------------------------|----------|------------------------|
| Autumn | 30% | 50% | 20% | 0% |
| Spring | 10% | 40% | 45% | 5% |
| Summer | 0% | 10% | 70% | 20% |

In addition, during the Autumn and Summer Terms you will be invited to a formal teacher parent meeting.

During the Spring Term you will be invited to an informal “drop in” session for pupils and parents to look at workbooks together.

