

Cam Hopton Church of England Primary School (Voluntary Aided)

Assessment Policy

'Life in all its fullness'

Document History

Document Name:	Assessment Policy
Document Ref No:	24-04-2023_MS
Document held at:	School, Editor and Secretary to the Governors
Committee Responsible:	Teaching and Learning Standards

Document Version	Date	Author/Editor (ED)	Version Identifier (ddmmyyyy_ED)
Original:	N/A	N/A	
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Approval:	July 2023 (TBC)		
Next review due:	April 2025		

This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#), including updated amendments

3. Principles of assessment

Assessment at Cam Hopton C of E Primary School is an integral part of teaching and learning. It is a continual process and is incorporated systematically into our teaching strategies with the aim of promoting better than expected progress for all pupils. Our aim is to ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. Pupils have an active role in their own assessment, identifying their own learning needs and how they could improve their work. They are continually encouraged to be reflective and have a good understanding of their own strengths and how they can develop their learning further. All our assessment has a clear purpose and is done without adding unnecessarily to teachers' workload.

4. Assessment approaches

At Cam Hopton C of E Primary School assessment is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment; in-school summative assessment; nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;

Formative assessment is an integral part of every lesson in our school. We use various retrieval methods to recap on prior learning and ascertain what children can remember from previous teaching. This may be in the form of mini quizzes, 'show me what you know about...' quick fire

questions answered on whiteboards, or analysing/connecting images. Although retrieval practice is a form of teaching rather than formative assessment at its core, it can be a useful indicator as to concepts that are not embedded into children's long-term memory.

Throughout lessons formative assessment is continuous, ensuring all children are active participants in the learning. This enables teaching staff to check whether everyone has understood the key teaching points rather than using methods such as hands up, which only involves gaining feedback from one child. To do this, we primarily use mini whiteboards for children to record their answers/ideas/opinions on which they all then hold up for the teacher to see. Any gaps or misconceptions can be acted upon via providing immediate feedback, or by making a note to inform same day intervention if a misconception requires more time and explanation. Any large group or whole class gaps/misconceptions will change the structure of following lessons in the sequence to allow for these to be addressed. Children are aware of their role in this process and know they are required to contribute and answer all questions asked of them, so the teacher can see who needs further explanation/support/clarification with the concept in hand.

Most foundation subject lessons are assessed upon completion and saved on the Cornerstones Curriculum Maestro platform. RE, PE, ICT and music are assessed using discrete systems. This allows the teacher to generate an ongoing record of progress for each pupil, and identify class gaps and common misconceptions.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to evaluate learning at the end of a unit or term, and the impact of their own teaching;
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

Summative assessment at Cam Hopton takes the following forms:

- End of unit 'Remember-it' tests in maths are used to inform retrieval practice needed in the next block.
- End of unit independent writing in English in the form of a 'hot-write'. This follows the deconstruction and analysis of a particular text type, scaffolded write and focused grammar teaching. The application of these skills is embedded in writing opportunities in other areas of the curriculum e.g. explanation texts in science, non-chronological reports, recounts in history, or instructions in design technology.
- End of topic assessments in science and foundation subjects to inform of any end points which have not been learned/retained by children and need further teaching. These are linked to the Cornerstones Curriculum Maestro platform and 2022 Developing Experts Science, and are often in the form of mini-quiz questions.
- Annual summative tests in reading and maths for years 2 to 6 (and SPaG for KS2). For years 2 and 6 previous years' SATs tests are used and standardised scores used to inform part of teacher assessments in the run up to the current academic year test period.

- Annual summative test for years 1, 3, 4 & 5. This is achieved by using the Cornerstones Curriculum Maestro Year group tests for English and 'Can Do' 'Ready to Progress tests' for maths, which provide standardized scores that can be used to compare the progress of individuals, and cohorts, as they progress through the school. These also contribute to teacher assessments. Question analysis of these tests informs future teaching in those year groups, and any gaps in knowledge of the current cohort which need addressing.
- Those children working outside their year group will complete appropriate summative assessments at the year group they are currently working within.
- Early Years will record children as being 'on track' or 'not on track' termly in each of the areas. Information from this will be used to formulate the interventions and targeted support taking place in the next term.
- Attainment and progress in reading, writing and mathematics is recorded on the school data system (i-track) at the end of every long term: autumn, spring and summer. This allows teachers, subject leaders and senior leaders to analyse the progress of individuals, cohorts and specific groups of learners. In this way, timely interventions can be put in place to close any gaps identified.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to understand national expectations and assess their own performance in the broader national context;
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception;
- Phonics screening check in year 1;
- Multiplication check in year 4;
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6).

5. Collecting and using data

Assessment data for reading, writing and mathematics will be inputted into i-track termly using our assessment system codes. The rubric used to assess learners on i-track is:

- working *below* cohort expectations;
- *commencing* within the year group;
- *developing* within the year group;
- *secure* – working at age-related expectations;
- *advancing* beyond age- expectations;
- working at *greater depth*.

If a child cannot access the curriculum at their chronological age, they will be assessed according to whichever year group curriculum they are working within. Teachers are not asked to provide any onerous evidence to support their assessments; professional

judgement is trusted alongside observations and book scrutinies completed by SLT and Subject Leaders.

Writing is moderated by class teachers. Samples are moderated with the whole school.

Pupil Progress Meetings take place twice a year where assessment data is discussed alongside qualitative assessment of where gaps/misconceptions are for particular children in particular subjects. The aim of these meetings is to ensure we meet the needs of any children who are not currently making good progress via interventions, targeted support or adapted quality first teaching.

6. Reporting to parents

Attainment and progress is communicated to parents in the form of detailing whether children are working below, at or above the expected standard for their year group for reading, writing and mathematics. If a child is working outside of their year group curriculum, specific information about exactly where the child is working will be provided. These are also discussed verbally at parents' evenings in the autumn and spring terms.

Parents are informed in mid-year reports about their child's attainment in the core subjects, and effort in the foundation subjects.

In the end of year annual report, parents are informed about their child's attainment for both the core and foundation subjects. In addition, parents will be given an indication of the progress made in the core curriculum in comparison with the previous end of year report. Foundation assessments will be recorded as working at or below the expected standard for that age group.

Statutory testing results will also be included in the annual report. At the end of KS1 and KS2 the following will be included in the annual report:

- Outcomes of statutory National Curriculum teacher assessments;
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request);
- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only).

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice and statutory arrangements by attending relevant training. We also keep up to date with current good practice

and are outward looking in terms of training opportunities to ensure we develop and improve staff practice on a regular basis. This may be in the form of relevant staff accessing training directly, or SLT accessing training which is then disseminated to staff. In terms of formative assessment, this is monitored in each lesson drop-in or observation, and is a key element in the feedback given each time. In terms of summative assessments, we ensure moderation both within and outside of our own school to ensure consistency and accuracy.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data;
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to;
- Monitoring standards in core and foundation subjects;
- Analysing pupil progress and attainment, including individual pupils and specific groups;
- Prioritising key actions to address underachievement;
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years;
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

9.3 Subject leaders

The Subject Leader is responsible for:

- Monitoring standards in their subject;
- Analysing cohort progress and attainment, including specific groups;
- Prioritising key actions to address underachievement;
- Providing expert advice, including training and moderation opportunities.

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy;
- Being familiar with the standards for the subjects they teach;

- Keeping up to date with developments in assessment practice.

10. Monitoring

This policy will be reviewed by the DHT. At every review, the policy will be shared with the governing body. All teaching staff are expected to read and follow this policy. SLT will monitor the effectiveness of assessment practices across the school, through: lesson observation, moderation, book scrutiny, pupil conferencing, learning walks, feedback from staff and pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Subject policies;
- Early Years Foundation Stage policy and procedures;
- Teaching and Learning policy;
- Feedback and Marking policy.

Cam Hopton C. of E. Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.