



## Assessment Policy

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### Introduction

At St Peter's, we believe and value, good assessment is integral to teaching. It is a process of gathering information to celebrate children's achievements and levels of understanding and to show what children know, understand and can do. Assessment enables future learning targets to be set and helps to ensure effective planning and teaching in the future. Assessment is an integral part of the process when planning the curriculum.

- Assessments made by the teachers inform daily and weekly planning and allow the learning to be matched to the needs of the pupils. It ensures teachers have a thorough knowledge of what children know, understand and can do.
- We recognise that assessments are not restricted to national curriculum subjects.
- We endeavour to actively involve pupils in their own learning. Teachers identify targets for learning and ways of achieving them.
- We recognise the influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning.
- It enables teachers to give feedback on children's achievements and progress and awareness of areas for future learning and ways to make improvements. We ensure the involvement of children in the assessment process through discussion with individuals or groups and by encouraging self-assessment and review and preparation for the next learning stages. This helps to raise children's self-knowledge and self-esteem.
- Pupils are involved in setting targets and assessment of their own work.
- Assessment of pupils' learning is reported to parents in a way that identifies achievements and what the child needs to do to improve.
- We ensure that children with special needs, including children from social cultural backgrounds and disabilities, the very able and those with learning difficulties, receive the appropriate level of support and extension through planned teacher intervention.
- Core assessment data is updated each year and passed on to the receiving teacher or school to facilitate continuity and progression and aid future planning.
- The school uses the ARE (Age Related Expectations) criteria assessment sheets as devised by the LA. Foundation subjects are knowledge based assessments.
- The school also uses **Arbor** to ensure consistent and constant on going assessment of the children.
- Please read this aim in conjunction with the 'Core Principles of Assessment' document Appendix A.

# Guidelines

## Planning learning

- Teacher assessment is ongoing. It forms an integral part of teaching and carried out effectively can enhance the quality of learning and teaching.
- Long term planning reflects the whole school curriculum framework taking into consideration of English and Mathematics needs, the Foundation Stage curriculum, the programmes of study, schemes of work and time available, ensuring a broad and balanced curriculum.
- Medium term planning identifies key learning objectives for assessment. It identifies intended progression and curriculum targets for classes. It takes into consideration a range of teaching techniques and assessment approaches, which reflect our pupils' different learning styles.
- Short term planning contains clear, specific learning objectives for assessment. It takes into account pupils' prior knowledge, skills and understanding and a range of learning styles. It identifies what will be assessed for pupils or groups, how this will be done and who will do it.

## Assessment for learning (AfL)

- Opportunities for assessment are indicated in teachers' weekly/fortnightly planning documents. The assessment activities relate directly to the key focus of the lesson, what we want the children to learn, the key skills, concepts and understanding of language.
- Pupils know what they are learning, what they have achieved and how they can improve. They are provided with regular opportunities to reflect and talk about their learning, progress and goals. Shared ways forward are agreed between pupils, teachers and parents/carers, which focus on how pupils will achieve their goals.
- Teachers use a range of assessment methods, particularly observation and questioning, and the outcomes of assessments are used to decide what to do next with individuals, groups or the class. Other adults working in the classroom are clear about their role in assessment and communicate significant information about pupils. Assessment is also carried out through specific and planned assessment tasks.

## Marking and providing feedback

- Prompt and regular marking occurs in all classes and all subjects. The marking process includes both verbal and written feedback. Feedback and marking focuses on the learning objectives as the criteria for success. Pupils are provided with opportunities to assess their work.
- Feedback and marking strategies help the pupils understand what they have achieved and what they need to do next to make progress. The outcomes of marking, along with other information, are used to adjust future teaching plans.
- Pupils will be able to mark their own work in mathematics as a matter of course. The work should also be checked by the class teacher to identify any misconceptions that have occurred.
- Teachers may also use whole class feedback to enable clarity of addressing misconceptions and also improvements the pupils will be able to make to their work, knowledge and understanding. The whole class feedback will focus on specific actions for improvement and for specific groups.
- The school will make effective use of verbal assessment. Teachers will:
  - Spaced Retrieval activities such as 'Flashback 4s' and 'Four from Before' to recall previous knowledge
  - make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."
  - use different types of questioning to focus on:
    - Outcomes: "What will the finished work look like?" and

- Thinking: “How will someone else know that you have been successful?” “What would they see?” “How will you know you have been successful?” (for more information please read the Feedback and Marking Policy)

## Assessment of learning

- Teachers assess through specific tasks, extension activities and tests. They assess the level of understanding of children, what they know, understand and can do and their ability to apply knowledge in a different situation.
- The school uses ARE (Age Related Expectations) in Reading, Writing and Mathematics to inform of children’s levels of attainment and progress. We also use the Teacher Assessment Framework for Year 2 and 6 as defined by the DFE and STA.
- The current requirements and guidance for statutory assessment are understood and followed. A ‘best fit’ approach is used when working with assessment descriptors. Consistent judgements are reached through activities that promote shared understanding of standards.
- Teachers will complete termly assessments using the school’s preferred recording systems currently **Arbor** against the Milestones for Reading, Writing and Mathematics.
- The foundation subjects are assessed by teachers according to the expectations of the national curriculum. Teachers place pupils into a Venn diagram identifying whether they are below, at or above expectations during a particular topic learning.
- For the Foundation subjects (including Geography, History and Science) the pupils create a learning page at the end of the topic for the teachers to be able to identify what they have retained and understood from their learning. This also provides pupils with an aide memoire.
- There are also opportunities for pupils to be assessed at distance. This means that teachers plan activities where the pupils are asked to recall and apply knowledge, understanding and skills sometime after they have learnt these. This is to ensure that the knowledge, understanding and skills are retained.
- Assessment of learning information is used to monitor progress and evaluate the quality of teaching and learning in the classroom. This will be used in the following ways:

Formative - the information gained "forms" or affects the next learning experience.

Diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

Evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Summative - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time.

This is an essential tool for identifying progress over time. E.g. end of year and key stage assessments.

## Recording and evidence

- There is an agreed, whole-school set of pupil records. These are updated and used to track progress. Core subjects are updated at the end of every long term using Arbor linked the AREs. Teachers record pupils’ progress against key learning objectives, which then informs future planning.
- Samples of assessed work maybe kept to exemplify agreed standards and to model success. Records, which are passed on, are useful, clear and easy to interpret.
- There is a regular system of moderation of pupil’s learning and assessment. The moderation is held internally on a termly basis looking at writing and mathematics. Teachers also collaborate with colleagues in local family of schools to aid external moderation particularly for EYFS, Year 2 and 6.
- Records enable reports to be written easily. Whole school records provide the information required for the Common Transfer Form. Information from the previous teacher is used to plan work in a new class.

- Evidence of children’s achievement may be made through annotated recorded work, notes of observations or discussion about the process of learning, photographs and tapes if appropriate, personal reviews, drawings and through children’s dictated language.
- Pupils will be given an end of year assessment and shared with parents. They will be shared in the following way:
  - EFYS - this will be shared as Emerging, Expected or Exceeding the ELG’s
  - Year 2 and 6 – this will be national expectations e.g. Working Towards Standard (WTS), At Standard (EXS) and Greater Depth (GDS).
  - Years 1, 3, 4 and 5 they will be at Developing, Secure or Exceeding national age related expectations.
- Summative assessment will take place 3 times per year in reading, writing and maths.

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|--------------------|--------------------------|
| Assessment point 1 | December (end of Term 2) |
| Assessment point 2 | March (end of Term 4)    |
| Assessment point 3 | July (end of Term 6)     |

- This assessment will involve the recording against the ARE’s within the Milestones on **Arbor**. This will be informed by:

| Reading  | Writing  | Maths  |
|--|--|--|
| Guided reading notes<br>Any follow up work from whole class guided reading<br>Results of reading assessments<br>Teacher knowledge of the child | Evidence of writing across a range of genres in a range of books (primarily English books)<br>Grammar & punctuation assessment tests | Evidence taken from children’s books (primarily maths books) over time. Particular focus on the use of cold and hot tasks to inform assessment, as well as day to day evidence in books. |

## SEND

If a child has significant SEND, they will be assessed against whichever curriculum year group they are working in (e.g. a year 5 child with considerable SEN might be working within the year 3 curriculum). If a child is working on a different year group ARE grid, a conversation will always take place between the class teacher and SENCO.

## Pupil Progress Meetings (PPMs)

Pupil progress meetings will be held 3 times per year. Teachers will meet with the Headteacher to discuss progress and to put actions in place for all children who are not making at least expected progress. Pupil premium children will be discussed automatically in these meetings to ensure they are making better than expected progress. PPMs will happen in term 2, term 4 and in term 6 (information then passed on to next teacher).

### Percentages & language:

|                     |                     |
|---------------------|---------------------|
| % of AREs achieved* | Language (and code) |
| 0 – 49%             | Emerging (E)        |
| 50 – 84%            | Developing (D)      |
| 85 – 89%            | Securing (S)        |
| 90%+                | Mastering (M)       |

*\*There needs to be sufficient evidence of a child having achieved each ARE statement – success must be seen more than once or twice in a variety of contexts if possible*

These percentage bandings have been created to match as closely as possible with outcomes at the end of KS1 and KS2. All children will be assessed against their own year group curriculum statements (apart from

children with significant SEN – see SEN section). We look at children who achieved very close to the national standard in these year groups and what percentages of the Recovery Milestones they have achieved.

A child that has achieved approximately 85%+ or more of the ARE grid is likely to be judged 'at national standard' or better in the end of key stage assessments. The school will record this as 'securing'.

A child that has achieved approximately 90%+ of the ARE grids is likely to attain 'greater depth (or equivalent)' in the end of key stage assessments. The school will record this as 'mastering'.

## **Target setting**

- Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children. Target setting also allows us to ask some key questions about the performance of our school. These are:
  - How well are we doing?
  - How well should we be doing?
  - What more should we aim to achieve?
  - What must we do to make it happen?
  - What action should we take and how do we review progress?
- Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning.
- We involve the children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they have to make decisions about their own learning. This helps children learn more effectively by making clear what it is that they need to do next in order to improve. Targets are clearly displayed and referred to from the time they are set until their review. The review will aid the next steps for target setting.
- Each year we identify targets for school improvement from our analysis of data linking these to English and Maths action plans. The targets that we set are whole school curricular targets in response to key areas of development. The actions that we then plan link to the targets that we have set for our children. This ensures that what we plan really will have an impact on our children's learning.

## **Process of target setting**

We set a range of different types of targets. When children join our school, we make an assessment of their learning within the first year of their schooling using the Early Years Foundation Stage Profile. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and groups of children in the cohort.

During the Autumn Term, the school determines what progress is needed for each child to gain the expected amount of progress at the end of the academic year. In EYFS this will be using age band assessments and ELG's progress in the 7 areas of learning. In Key Stage 1 and this will be for Reading, Writing and Mathematics. We base this forecast upon the current performance of the child, upon assessment and other data, and the teacher's own knowledge of the child's rate of progress during the year.

We have a statutory obligation to set targets for our children's performance in the national tests at age 11 in Reading, Writing, EGPS and Mathematics. We set targets for these subjects in each year of Key Stage 2.

In Key Stage 1 we set targets in reading, writing and Mathematics for each year, although these are not statutory.

Before agreeing and finalising the targets for the end of Key Stage 2, the draft targets are discussed with the governing body. The governing body fully accepts that the targets are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They must reflect the ability of each cohort and carry an appropriate level of challenge. These are agreed by the Governors and sent to the LA. This is in the form of the percentage of children who will achieve national expectations or above in the national tests as well as combined progress.

Teachers set curriculum targets for English and Mathematics in each class using statements from ARE's. The targets are set for each child to develop classroom activities that are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children. These targets are then used in our Assessment for learning development to enable the children to ensure they are responsible for their learning as well as their teacher. The children are encouraged to self and peer assess themselves against their targets.

### **Target setting data**

We use a range of information to support the target setting process.

- Early Years Foundation Stage Profile scores
- National assessments eleven year olds
- Phonics and times table checks in Year 1 and 4
- Teacher assessment
- Termly assessments in Maths
- LA School Profile data
- LA's local and national school comparative data

### **Reporting to parents and carers**

- There are opportunities for teachers, pupils and parents/carers to talk together. Efforts are made to ensure that parents/carers understand the information given to them about their child's attainment and progress. Reports outline strengths in all aspects of school life and indicate the areas that need to be developed. Timing of reports allows appropriate discussion and action to take place. Statutory requirements for reporting are met.
- Parents have opportunities throughout the year to talk about their child's progress towards his or her target. This helps parents identify the ways in which they can support their child with work and encouragement at home.

### **Transfer and transition**

- When pupils move schools, there are procedures in place to ensure that the right information is forwarded within the appropriate timescale. The information transferred to the next school meets the statutory requirements.
- When pupils stay in the same school, information is passed on to the next teacher in time for effective planning to occur.

### **Management and Monitoring**

Procedures are in place to monitor and evaluate what is happening in all aspects of assessment recording and reporting.

- Curriculum teams monitor the planning and delivery of their subjects through scrutiny of short-term plans and pupils' work. They will review curricular targets so that they can be amended if necessary and yet still be realistic and challenging. There will be regular moderation and standardising of writing and maths work.
- There is a member of staff with overall responsibility for assessment, recording and reporting. All staff are entitled to current training in aspects of assessment, recording and reporting and using assessment

information to monitor progress Assessment information about each pupil is used to track the individual's progress.

- Attainment is analysed for each cohort and is used to set appropriate targets. Progress towards targets is checked regularly for all pupils and year groups.
- The performance of specific groups is monitored e.g. gender, ethnicity, EAL, SEN, FSM, Children Looked After, gifted and talented pupils.
- National and local data is used to provide a comparison with other schools. Analysis of information informs decisions about what to include in subject action plans and school improvement plans over time.
- Inform the governing body of the school's standards and improvement through the Headteacher's reports to the governing body.

## Conclusion

Effective assessment and target setting will enable teachers to plan effectively and children to reach their full potential. It will enable parents and future teachers to feel fully informed about future learning targets. Good assessment is integral to effective learning.

This policy will be evaluated and reviewed in line with the teaching and learning policy. Any implications relating to issues for the whole school will considered.

## Policy Agreed

By the Quality of Education Committee in November 2023

Scheduled Review October 2026

| Links to other policies    |
|----------------------------|
| Marking & Feedback Policy  |
| Teaching & Learning Policy |
| Subject Policies           |

## APPENDIX A

### Key Principles underpinning Assessment

These principles underpin our school's Assessment policy on how we will assess all children throughout their school career. Staff CPD training will be at the heart of this process.

- It provides clear evidence of children's progress across year groups;
- It provides accurate information on children's progress and determine whether our assessment system is fit for purpose

We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
4. Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgements formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; helps parents in supporting children with their learning; supports teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
9. Assessment in a church school will seek to ensure that the schools Christian values and ethos remain at the heart of the process.