



Assessment Policy

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1. Vision and values – rooted and grounded in love

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity.

2. Intent

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments, whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Abberley, we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

3. Implementation (including timetable allocation)

Summative Assessment

Children will be given formal tests in the core subjects of mathematics and English – reading and GPS, at three points in the school year. Autumn term testing provides a baseline for the year, spring tests provide mid-year data to identify whole cohort progress and also children who need further support and intervention and summer tests give the final judgment for the year. Teachers will have the opportunity to provide a teacher assessment alongside any test data submitted. This is especially relevant for EAL and SEND children, who may not achieve test results.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. We currently use the Headstart tests as we are confident of their robustness. We have selected an age standardised score to report our data. The results of the tests will be reported as an age standardised score, with 100 being the national average. Children falling within the range 100 to 110 will be deemed to be working at national standard. Children falling below the 99 mark will be deemed to be working towards a national standard and children falling above the 110 mark will be deemed to be working at greater depth.

In order to show children’s true development in writing, the children complete an independent write using a pictorial prompt as a stimulus. This allows the children to independently demonstrate the skills and structures that they have acquired during that term. Children will usually produce 3 independent writes per term. Teachers will then use the writing progression document to provide a summative judgement of writing at those three points in the year. Each child has a writing assessment book, where their writing will be kept and this book will go with them through the school. This will show the progression of their writing from Y1 to Y6.

Allocation

| | Teacher Assessment – reading, writing & maths | Headstart tests for maths and reading. School writing assessment via prompt | Statutory assessments |
|--------|---|---|------------------------|
| EYFS | End of each half term | End of each half term - ELGs | EYFS profile |
| Year 1 | End of each half term | End of each term | Phonics screening test |
| Year 2 | End of each half term | End of each term | KS1 SATs |
| Year 3 | End of each half term | End of each term | |
| Year 4 | End of each half term | End of each term | |
| Year 5 | End of each half term | End of each term | |
| Year 6 | End of each half term | End of each term | KS2 SATs |

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children’s progress. We use a range of information to inform teachers’ formative assessments.

4. Impact (including monitoring of standards)

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason, the class teacher meets with the Headteacher once a term.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and action plans formulated as necessary.

5. Progression

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. A small proportion of children would be at the national standard already (achieving a scaled score of 100 or more in the Autumn tests). We appreciate that progress

is not always linear and some children move on faster than others but by the Summer term, we would expect at least 85%-90% of children in each year group to be achieving the national standard in the core subjects and around 25-30% should be working at greater depth. As well as looking at this broad measure of progress, we also look in more depth at a child's attainment and calculate the changes over the course of the year and year on year. This helps us to measure the progress that the child has made over the course of the year and from one year to another.

6. Reporting to parents

Reports are sent to parents each year in July. These reports inform parents of their children's achievements and progress. They also give suggestions for the next steps in each child's learning. For children at the end of key stages 1 & 2, additional information including details of the SATs will also be provided. Interim reports are also sent to parents prior to parent consultations.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term
- Spring Term

There is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.

Parents of children on the SEND register are formally invited into school every term to review progress against the individualised targets on their child's Support Plan. The Support Plans are updated at these meetings, and the children concerned are part of this process.

Parents are encouraged to meet with the class teachers at any time, should they have any concerns.

7. Roles and expectations of staff

Headteacher:

- Overseeing standards of teaching/learning and assessment across the school

Assessment coordinator:

- Reviewing the school's assessment procedures and policy on a yearly basis. ●
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas.

SENCO:

- Collecting data for all SEN children
- Monitoring the progress of SEN children

Class teachers:

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Reporting their child's progress to parents

8. Staff development and expertise

- Assessment processes and procedures are reviewed annually and staff receive regular updates and inform discussion each term during staff meetings.