



South Molton United Church of England Primary School

Assessment Policy

Agreed by Staff

Reviewed by Teaching and Learning Committee

6th October 2021

Date of Next Review T&L Summer 2022

Assessment Policy

Introduction:

At South Molton United Church of England Primary School we believe in the importance of assessment both to assess what has been learnt and to inform next steps. Our use of assessment informs the school about standards and progress and is used to identify strengths and areas for development across the school, both at individual, group and class level. There are two main types of assessment: formative assessment which is ongoing, day to day, assessment of pupil's learning and attainment and summative assessment, which is assessment at the end of a sequence of lessons or after a period of time to make a judgement about the standard of work and level of understanding.

The National Curriculum 2014 is a mastery curriculum and it is expected that children master concepts and show deep learning of concepts before moving on. It is expected, under the new curriculum, that the vast majority of children move through the curriculum at broadly the same pace and that those who have mastered concepts more quickly go deeper with those concepts and show a deeper level of understanding.

Our Assessment Policy is absolutely about supporting and challenging all children to reach their fullest potential and embedding a culture of high expectations, high standards and good progress, based upon rich learning opportunities, high quality inspiring teaching, well-matched learning tasks and challenging questioning.

Aims and Objectives:

This policy is designed to promote a high level of consistency and high standards across the school. It is designed so that the use of assessment supports each and every child to succeed and achieve high standards and make good progress. Through our use of assessment we will:

- Make formative assessment at the heart of teaching and learning to evaluate and assess the knowledge and understanding of concepts and children's ability to apply that knowledge and understanding.
- Make our teaching responsive to the needs of learners and ensure good differentiation so that all children are being challenged and supported to meet and exceed expected standards.
- Monitor and track progress and attainment at year group, class, group and individual level.

- Support all children to achieve their very best by providing support and challenge as and when needed through pre teaching and catch up teaching.
- Implement interventions to support children at risk of not making expected progress or not meeting expected attainment.
- Ensure that judgements about children's attainment and progress are consistent across the school.
- Provide children with clear feedback about those aspects of the curriculum where their knowledge and understanding is clear and those areas where they have gaps.
- Provide clear information to parents/carers about their child's attainment progress and next steps.

The Formative Assessment Cycle

Formative Assessment is day to day assessment which informs teaching and evaluates the learning which has taken place. From this assessment for learning, teachers will judge the extent to which children have understood concepts and are ready to move on with their learning. High quality formative assessment is absolutely integral to high quality teaching and learning. Examples of this are, questions and answers during class, marking of pupil's work, observational assessment, recap quizzes, etc. Only when pupils have a secure understanding of a concept will they move on.

Mastery:

Mastery at SMUPS is about pupils showing a high degree of competence and confidence in their knowledge and understanding of a given concept and are able to apply that in different contexts. For example a pupil who has been learning how to use commas to mark subordinate clauses would be expected to then demonstrate the use of commas to mark clauses in their independent writing during a number of different contexts to have mastered the concept.

Testing

We use tests to evaluate progress towards different objectives and attainment of different objectives and to support teacher assessment. The performance in these tests is used to inform teaching and to help plan next steps. It also enables the school to plan and target interventions and support.

EYFS

We collect baseline data using the new baseline check and also teacher assessment as well as information from their previous setting. Children are then assessed in the seventeen areas each half term to assess their progress towards a Good Level of Development.

Phonics

We follow the letters and sounds programme for phonics and assess children at the end of the teaching of each phase. This is approximately half termly. We also assess them through their guided reading lessons to see how well they are applying their phonic knowledge to reading. Through year 1 children complete a half termly phonics screening check to monitor their progress and identify any gaps in understanding.

Reading

Children will progress through the Big Cat/Letters and Sounds phases until they reach the end of the phases. We will use the Big Cat Assessment Tool to monitor their fluency and comprehension. This will be in years 1-6. We use Accelerated Reader with children in KS2 and year 2 and the children will complete a STAR reader test each half term. This will show their reading growth in a number of ways. It can show their growth in reading age, their percentile rank growth (the improvement in their reading relative to others) and the growth in their scaled score. It also provides the school with diagnostic information about next steps. We also use old SATs tests and tasks and standardised reading comprehension tests as well as using a range of teacher assessment through guided reading tasks.

Grammar, Spelling and Punctuation

Each half term, children will take a grammar, punctuation and spelling test to assess their understanding and knowledge of the grammar, punctuation and spelling expectation of the curriculum. Judgements will also be made based on the children's written work.

Writing

Writing will be assessed by teachers based on children's writing across the curriculum and based on the pieces of writing which demonstrate the most independence. Judgements will be made based on the children demonstrating a particular aspect through a number of pieces of writing, particularly where that aspect has not been a focus of the teaching.

Maths

At the beginning of each sequence the children will carry out an elicitation task to look at their understanding of the objectives. Planning will be shaped by this so more challenging aspects are given more time. They will also have a weekly calculations focus to monitor the progress in calculation strategies. Each half term they will sit a summative test to judge their performance against a number of objectives.

Other Subjects

Children are assessed in all subjects and each year an assessment grid is completed for each subject showing which attainment band children are working at in various strands of the subjects. This then forms an overall judgement for the subject. Subject leaders monitor these standards.

Communicating to Pupils:

Pupils have success criteria and targets for units/sequences of work. They will be able to see the areas where they are secure and the concepts where they need to secure their understanding. Regular opportunities will be given to dialogue between pupils and adults in school about where pupils are in their learning against different assessment criteria. Because the criteria are qualitative judgements, this gives pupils a greater understanding of what their next steps are. They will be given opportunities to review summative tests/assessments and discuss the implications of these with teachers.

Reporting to Parents/Carers:

We aim to provide clear, regular and high quality information to parents about their child's knowledge and understanding of concepts in the national curriculum. We will report to parents/carers as to whether pupils are meeting the expected standards and their progress over a period of time. We will provide clear areas for improvement and areas where the child has shown good progress.

Accuracy and consistency in judgements:

It is crucial that any assessment system has accurate and consistent judgements. To ensure consistent and accurate judgements, staff will participate in in-school standardisation and moderation CPD as well as accessing externally provided CPD and taking part in standardisation and moderation with other schools. Summative assessments will involve standardised tests and nationally used tests to provide a clear picture of assessment against national standards.

Inclusion and SEN:

We have high expectations for all pupils. We take a holistic view of assessment and it is important that we capture the learning and progress of all pupils. For pupils attaining well below nationally expected standards, we will capture their progress and learning by assessing based on year group criteria relative to their start points. High quality assessment will also support early and accurate identification of SEN and requirements for support and intervention.

At the end of each school year, teachers will meet and discuss pupils attainment with the next teacher.