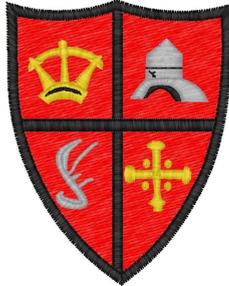


NORHAM  
ST. CEOLWULF'S  
C OF E SCHOOL



# Norham St Ceolwulf's

## C of E First School

# Assessment Policy

Date	November 2019
Date to be Reviewed	November 2021
Head teacher	Ms S Jones
Signed:	
Chair of Governors	Mr D Watkin
Signed:	

2019-2021



## **Our Vision**

“Love one another as I have loved you.” John 13:34

A loving, caring, learning community, growing in truth, forgiveness and hope in which children and adults work together to achieve their best for the benefit of the individual, the school and the wider community.

## **Aims of the Policy**

At Norham St Ceolwulf’s C of E First School we believe that every child is made in the image of God and that they should be supported to achieve their full potential.

To provide a framework for assessment which enables teachers to integrate assessment for learning throughout all aspects of teaching and learning. We want to personalise the curriculum to meet the needs of all children and to ensure that every child makes optimum progress. This policy should be read in conjunction with the Teaching and Learning Policy and the Marking Policy.

We believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential. We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which move children’s learning on.
- Acknowledging achievement.
- Working, when necessary, with other agencies.

### **1. Key roles and responsibilities**

The Governing Body has overall responsibility for the implementation of the Assessment Policy and procedures and for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school’s Complaints Policy and is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The SENDCO is responsible for maintaining the SEN register, co-ordinating individual support, handling pupil records, reviewing Pupil Passports, and managing assessments.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records reporting progress to parents/carers, and contributing to Pupil Passports.

All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO and Headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments and by following exam regulations specified by examination boards.

Parents/carers are expected to engage with the school in the assessment process by attending parent's evenings and meetings and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

## **2. Definitions**

Norham St Ceolwulf's defines "assessment" as either:

- Activities undertaken by teachers, and by students assessing themselves which provides information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Norham St Ceolwulf's defines "assessment for learning" as any formative assessment activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Norham St Ceolwulf's defines "summative assessment" as activities which assess final achievement at the end of the year.

Norham St Ceolwulf's defines a "Pupil Passport" as a document which outlines the strengths and needs of an individual pupil and identifies strategies to support a learner in making progress from their starting point on a learning journey, to the desired end point.

## **3. Training of staff**

At Norham St Ceolwulf's, we recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets or excelling targets.

Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction and given regular updates.

Teachers and support staff will receive regular and ongoing training as part of their continued professional development.

#### **4. Baseline assessment**

Pupils joining Norham St Ceolwulf's will receive a baseline assessment which will last for the first six weeks that they are enrolled and may include observation, assessment of work, tests and conversations with parents and carers.

#### **5. Formative assessment (Assessment for learning)**

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. It is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Formative assessment will be used to guide teaching and learning and help pupils achieve their targets.

Methods of formative assessment at Norham St Ceolwulf's include:

- Q&A
- Quizzes
- Pupil Self-assessment
- Questioning
- Discussion

#### **6. Summative assessment (Assessment of learning)**

Summative assessment data will be used to monitor the progress and attainment of individuals and groups of pupils.

Summative assessment is important for:

- Accurate information regarding a child's attainment and progress.
- Informing both parents and teachers of a child's attainment and progress.

Summative assessments:

- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged (EYFS and End of Key Stage 1 Statutory Assessments)

Methods of summative assessment at Norham St Ceolwulf's include:

- End of Key Stage 1 Statutory Assessment (SATs)
- End of EYFS Statutory Reporting
- Year 1 Phonics Screening Assessment

- End of term White Rose Maths Tests for Years 1,2,3 and 4
- End of term PIRA Reading Tests for Year 1,2,3 and 4
- Teacher Assessment
- Observations
- Children's work

## 7. Assessment and reporting

### Early Years Foundation Stage:

#### *Teacher Focus:*

Children are observed in focused tasks each week. This involves focusing on the child during teacher: child sessions and documenting what they do. The focused observation is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for. During focused activities, teaching staff comment on the child's work, often identifying the level of support needed or level of independence. Children are encouraged to discuss their work and next steps are also discussed in child friendly language.

*Short observations:* These are spontaneous 'capture the moment' short observations. The teacher and support staff document, with an annotated photograph what the child has done. These observations are then added to the child initiated booklets

*Learning Journals:* These record photographs and evidence of learning against stages of development provide a record of attainment for each child.

*Long Observations:* Long observations take place at least once per half term for each child. They provide evidence to assess and complete the Foundation Stage Profile and give termly judgements.

*Overview:* All of the information collated over the year provides the evidence base for the Early Learning Goals at the end of Reception.

### Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Tracking grids identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.
- Termly Pupil Progress Meetings with the Head Teacher are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Pupils will receive regular and timely verbal feedback on their progress.

## 8. Planning for assessment

The National Curriculum Programmes of Study and Early Learning outcomes are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons. (See Marking and Feedback Policy)

### **9. Assessment methods/materials:**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class assessments/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Data tracking is inputted at the end of each term and analysed. Children are measured/tracked using the National Curriculum Programmes of Study and assessed against the year group expectations which are categorised as emerging, expected and exceeding in EYFS and working towards, expected and greater depth in Key Stages 1 and 2.

### **10. Reporting**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled, progress they are making and targets they need to work towards.

We provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment.

We give parents the opportunity to discuss their child's progress, by appointment with the class teacher.

### **11. Moderation**

Regular moderation takes place to ensure consistency of assessment. As a school, teachers and teaching assistants meet to analyse children's work against National Curriculum expectations or Early Years Foundation Stage Profile (EYFSP).

Teachers and teaching assistants meet with other practitioners in our Berwick Partnership to moderate on a termly basis.

Reception and Year 2 teachers attend annual County moderation to ensure results at the end of key stages are accurate.

### **12. Pupil Passports**

At Norham St Ceolwulf's, pupils identified as SEN have a Pupil Passport which identifies a child's strengths and areas of need with strategies to support pupils to make progress and achieve their targets.

Pupil Passports are reviewed regularly with pupils, teachers and parents and carers.

### **13. Special educational needs (SEN)**

Our graduated response to SEN, including early intervention strategies and support, is detailed in our SEN Policy.

### **14. Interventions**

Where necessary, children identified as needing additional individual/group support may participate in interventions delivered in or out of the day to day class lessons. Interventions are monitored and assessed through intervention sheets and our internal tracking systems to ensure they are impacting on children's learning.

### **15. Rewarding achievement**

Norham St Ceolwulf's acknowledges achievement in the following ways:

- Certificates
- Stickers
- House points
- Celebration Assemblies
- Positive praise
- Displays
- Website
- Trophies