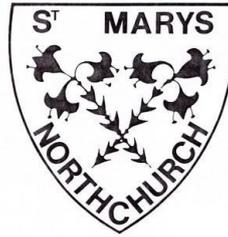


Excellence Together, Learning Through Faith.



St Mary's C of E (VA) Primary School

To be a caring, inclusive, Christian environment, nurturing a life-long love of learning where we can work together to learn, to grow, to serve. We are proud to support the whole community and by collaborating will enable all children and adults within it to live fully whilst 'shining brighter and brighter' Proverbs 4:18.

"St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences."

Assessment Policy

This policy is GDPR compliant.

Date of issue: September 2015

Last reviewed/adopted: July 2020 (Academic Standards Committee)

Next review date: Summer 2021

Signed: _____ Date: _____

1. Relationship to other policies

The policy should be read in conjunction with the Homework, Equality & Diversity, Special Educational Needs (SEN) & Disability policies, and the Home-School Agreement.

2. Rationale

Effective assessment is essential to support quality teaching and learning. Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps for their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and areas for development at an individual, group, class, year group and whole school level. This information guides strategic planning at each level. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

3. Purpose of Assessment

The purposes of assessment in our school are:

- To allow children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To enable teachers to set ambitious targets for each child based on formative, summative and child self-assessment.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher and Senior Leadership Team (SLT) with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.
- To provide information with which the school may be held to account for the progress of children by local and national authorities.

4. Responsibilities

4a. Headteacher, Deputy Head and SLT

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data using Assessment Manager 7 (AM7) Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To use assessment information to identify underperforming groups and to identify strategies to tackle this underperformance.
- To ensure that statutory requirements are met.
- To review and update the assessment policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To use assessment information to set ambitious targets for each child and to use pupil progress meetings as a tool for this.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

4b. Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.
- To monitor the effectiveness of assessment.
- To update assessment systems in their subject as necessary.

4c. Class Teachers

- To ensure that pupils receive feedback on their work which is timely and constructive, in order to ensure progress.
- To ensure that feedback follows the agreed marking criteria.
- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a termly basis in accordance with this policy and input data into AM7.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the SEN Coordinator are carried out for pupils with SEN and that Learning Passports are maintained and regularly reviewed in accordance with the school's SEN Policy.

4d. Pupils

Pupils are encouraged to take responsibility for their own learning through:

- Assessing their own work and, where appropriate, the work of other pupils.
- Working towards the achievement of their own targets.
- Asking for help and advice in improving their work.

5. Assessment for Learning (AfL), Marking & Ongoing Formative Assessment



5a. Marking & Feedback

Marking should not be onerous and can be a combination of: peer marking, self-marking, praise marking, stickers/stamps and in-depth marking. Marking should ensure that all children receive feedback on their work in such a way that it will improve their learning, allowing them to make accelerated progress, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

- The marking of children's work, both written and verbal, should be regular and frequent.
- As a minimum expectation, there must be one piece of in-depth marking of English and one Maths per week.
- In-depth marking should identify specific strengths before identifying points for development.
- Marking should regularly lead to an action by pupils which develops their learning further.
- Marking procedures and marking standards should be consistently applied across the school.
- Marking should be used to inform teachers' judgements concerning children's progress and to inform teacher records and reports.

All staff should adhere to the following guidelines for marking children's work.

i. Verbal feedback

- Verbal feedback should include acknowledgement of good features, suggestions of areas for development and next step comments.
- Feedback given verbally can be reinforced with a written comment on the child's work.
- "V.F." may be recorded on work where verbal feedback has been given.

ii. Written marking

- All adult marking must be completed in green pen.
- Written marking should focus on the learning objective of the lessons.
- Should include praise where the child has achieved success.

- Children should regularly receive a question or action encouraging them to respond in order to move their learning on further. For example: “Mrs Taylor says $4 \times 6 = 22$. Is she correct? Explain how you arrived at your conclusion.”
- At St Mary’s CE Primary School the following letters and symbols are used:

LO met	Learning objective achieved
T	Curriculum Target met
Sp (followed by word)	Incorrect spelling to be corrected
//	New paragraph
☺	Good work (relating to objective)
√ (followed by comment)	Indicates an aspect of the work done successfully
➔	Indicates an action or question to be responded to

- Pupil’s must be given time to respond to comments.
- Responses should be acknowledged.

iii. Peer assessment

- Children should regularly look at examples of each other’s work and discuss where learning objectives have been met.
- Children should mark each other’s work and give written feedback using a red pen or pencil.

iv. Self-assessment

- Children should be encouraged to evaluate and improve their own work.
- Children should refer to learning objectives and success criteria, and use the traffic light system to record their feelings about their own work.
- Children should edit and improve their own work using a red pen or pencil.

5b. Monitoring & Evaluation of Marking

- The headteacher along with the SLT will undertake work scrutiny each term to ensure standards of marking are high and consistent with this policy.
- Subject leaders will include book scrutiny in their leadership action plans to ensure that standards are maintained.

5c. Foundation Stage Marking

Marking children’s work in the Foundation Stage should be done verbally with pupils, although comments may be recorded for learning journals or assessment. Children may be rewarded with stamps or stickers if appropriate. They may be encouraged to identify something that needs to be improved, using the “find it, fix it” method.

6. Termly Summative Assessments

Assessment of pupils’ attainment is carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out using Development Matters in Nursery and Reception
- The Reception baseline is used at the beginning of the Reception year.
- The Early Years Foundation Stage Profile is the summative assessment at the end of Reception.
- In KS1 and 2, assessments are carried out in reading, writing and maths are made against the Herts for Learning assessment system and entered onto AM7.

7. Monitoring and Evaluation of Assessment

The headteacher will ensure this policy is implemented consistently throughout the school through scrutiny of pupils' books, lesson observations, learning walks and planning scrutiny.

The headteacher will report annually to the governing board on:

- The outcomes of monitoring, and any changes in practice that may have resulted from them.
- The overall standards achieved in the core subjects by year group.
- The overall standards achieved at the end of each key stage.
- The standards achieved by pupils with SEN and groups considered to be vulnerable or disadvantaged.
- The impact of external intervention or support on standards.

8. Moderation

English, maths and science subject leaders will attend assessment moderation, when offered through Herts for Learning. Class teachers will also attend moderation clusters.

9. Data

The headteacher & SLT utilise assessment data from AM7 to carry out analyses of progress each term. This information is used to inform:

- Pupil Progress meeting discussions,
- School Self Evaluation,
- Termly Headteacher report to Governors,
- Termly data report to Governors
- School Development Plan

10. Pupil Progress Meetings

- Pupil progress meetings are held on a termly basis and are attended by the headteacher and/or the deputy head, class teacher, and SENCO.
- Pupil progress meetings are used to discuss attainment and progress within the class, identify barriers to learning, to identify pupils who require additional support, agree intervention strategies and monitor the impact of prior interventions.

11. Reporting to Parents

11a. Parents' Evenings

Reports to parents are given verbally at parents' evenings twice a year, including information on the children's attainment, progress and their individual targets.

11b. Written Report

A comprehensive written report is provided to parents at the end of the summer term. This informs parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas for development and improvement.
- Behaviour and attitude to learning.

11c. Open Classrooms & Open Evening

Each half term, an open classrooms event is held after school for parents to come into class and see their child's books and to meet informally with their child's class teacher.

An open evening is held at the end of the academic year to enable parents to see all of their child's work.

12. Transition & Transfer

- Assessment information, both academic and social, is shared between professionals at each stage of a child's schooling.
- Transition meetings are held between class teachers each year, and with secondary schools at the end of year 6.
- When children move schools, information is shared through the CTF (common transfer file).

13. Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender orientation or special educational needs and disability. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.