



ASSESSMENT POLICY

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and teaching to be more effective, thereby raising attainment for every child.

Our Mission

At St. Anne's we aim to be a caring Christian school, within the community where everyone is respected and valued. To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can be.

Our Vision

Our vision has the promise by Jesus of 'life in all its fullness at its heart. At St Anne's we believe:

- in our children and each other,
- we are uniquely created in the image of God,
- we were made to be awesome,
- that together we are family,
- we were created to live in community,
- in equipping the St Anne's family to be the best we can be,
- in our individual talents and abilities, and
- we can make a difference.

Our Values

At St Anne's CE Primary School, the following core values underpin all that we do. They are reflected in the daily life of the school and our relationships with other:

Respect, Thankfulness, Hope, Forgiveness, Love and Faithfulness.

'...let your light shine before others, that they may see your good deeds and glorify your father in heaven.' *Matthew 5:16*

'I thank you because I am awesomely made...' *Psalms 139:14*

'...I come that they may have life and have it to the full.' *John 10:10*

The school's motto aims to encompass all of this:

'Be Awesome! Shine Bright!'

Principles of assessment are:-

- to provide information for target setting for individuals and groups
- to provide information to support progression in learning through planning
- to share learning goals with children
- to involve children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Formative Assessment (Assessment for Learning / AFL)

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Anne's CE Primary School we will:

- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress against success criteria so that they understand the next steps they need to make;
- Encourage and allow pupils to evaluate their own and each other's work against success criteria which are shared with/drawn up with pupils;
- Evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons;
- Provide feedback that it is constructive and informative in accordance with the feedback policy;
- Provide time whereby pupils can read and reflect upon feedback;
- Use KLIPS and LAPs to assess children's work in Maths, Reading and Writing as an on-going record of progress and next steps
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;
- Set individual, challenging targets in maths and english on a regular basis and discuss these with the pupils so that they are involved in the process;
- Share these targets with parents to include them in supporting their child's learning, at parents' evening and in reports;
- Complete formal assessments according to the school schedule;
- Reteach in maths when concepts and objectives are not fully grasped.

Summative Assessment (formal)

Summative assessment is a systematic part of our school's work which will be used to track each child in the school. It is used alongside KLIPS and LAPs to track progress. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The regular reviewing of tracking data (through termly pupil progress meetings with the Headteacher) will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

The language that is to be used for summative assessment is 'on track', 'not yet on track' 'not on track'.

On track= the child is expected to meet age related expectation at the end of the year.

Not yet on track= a child who is not yet on track to meet age related expectations but could do with intervention (1 term below ARE)

Not on track= a child who is not expected to meet age related expectation at the end of the year (2 terms below ARE or SEND, track using PIVATS)

To achieve this at St Anne's CE Primary School we will:-

- Follow the school assessment schedule and update data on a regular basis (termly assessments provided to the Headteacher);
- Half termly assessment are completed using the end of unit assessment proforma. See appendix 2.
- use information to identify percentages of children working at each year group expectation within a cohort using 'on track', 'not yet on track' 'not on track'.
- analyse the data and review targets for individuals and use the information to identify intervention groups (provision mapping), including those pupils who are abler and those with special educational needs
- set class targets for maths and english;
- work with colleagues to moderate and assess writing according to year group expectation every assessment cycle;
- create provision maps for SEND and children working below age related expectations to ensure intervention to close gaps is planned for;
- analyse data at the end of each term and at the end of each year to track 'value added' progress made (% on track to achieve or exceed end of key stage expectation).

See appendix 1

The headteacher will also:

- highlight pupils who are working below expectation and discuss these pupils on a termly basis with teachers;
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender and vulnerable children (including those eligible for Pupil Premium Funding);
- report to governors regarding the policy, statutory test results and targets.

Reporting to Parents

Formal reports to parents are produced in the Spring and Summer Term. These reports provide:-

- Comments on National Curriculum subjects
- Comments on general progress
- Attendance and punctuality
- Year group expectations
- Targets set in discussion with the pupil
- Head teacher's comments on summer term report
- Child's comments on achievements and areas for improvement on summer term report

Feedback

Providing feedback is an important part of the assessment process and is the responsibility of each class teacher.

As per school policy, it can take several forms: verbal, quality, peer, self, and group feedback.

We believe that high standards are important when providing feedback, just as we expect high standards in return from pupils.

Opportunities will be provided to explain the feedback policy to parents, primarily at parents' evenings but also when necessary.

Feedback will be used to inform teachers' assessment of a child's progress and guide future planning needs and learning objectives.

Feedback will be in verbal as well as written forms.

Feedback is monitored by the Headteacher and individual subject leaders as part of an annual cycle.

Equal Opportunities

At St Anne's CE Primary School, we will ensure that no child is excluded from this policy regardless of gender, race, religion or culture.

Roles and responsibilities

- The Headteacher will monitor the implementation of this policy
- Subject leaders will monitor the implementation of this policy
- Subject Leaders and the Headteacher will report to the Governing Body

Review Period

This policy is reviewed annually and changes are carried out in consultation with staff and governors.


Appendix 1

St Anne's CE Primary School Assessment Cycle

	EYFS	Key Stage 1	Key Stage 2
September	<ul style="list-style-type: none"> • Baseline assessments • Phonics assessments 	<ul style="list-style-type: none"> • Phonics assessments (see Red Rose phonics) 	<ul style="list-style-type: none"> • Phonics assessments in year 3 • Star reader on entry assessment
End of Autumn 1st half		<ul style="list-style-type: none"> • Writing assessment • Half termly phonics assessments • SPAG • Maths learning check • RE • Foundation subjects using unit assessment proforma 	<ul style="list-style-type: none"> • Writing assessment • SPAG • RE • Maths learning check • Foundation subjects using unit assessment proforma
End of Autumn 2nd half	<ul style="list-style-type: none"> • Termly assessments for all areas of learning • Update EYFS tracker 	<ul style="list-style-type: none"> • Writing assessment • Maths • Reading • SPAG • Phonics • All other subjects using unit assessment proforma • Input data into Lancs tracker 	<ul style="list-style-type: none"> • Writing assessment • Maths • Reading using star reader • SPAG test • All other subjects using unit assessment proforma • Input data into Lancs tracker
End of Spring 1st half		<ul style="list-style-type: none"> • Writing assessment • Half termly phonics assessments • SPAG • Maths learning check • RE • Foundation subjects using unit assessment proforma 	<ul style="list-style-type: none"> • Writing assessment • SPAG • RE • Maths learning check • Foundation subjects using unit assessment proforma
End of Spring 2nd half	<ul style="list-style-type: none"> • Termly assessments • Update EYFS tracker 	<ul style="list-style-type: none"> • Writing assessment • Maths • Reading • SPAG • Phonics • All other subjects using unit assessment proforma • Input data into Lancs tracker 	<ul style="list-style-type: none"> • Writing assessment • Maths • Reading using star reader • SPAG test • All other subjects using unit assessment proforma • Input data into Lancs tracker
End of Summer 1st half		<ul style="list-style-type: none"> • Y2 SATs • Writing assessment • Half termly phonics assessments • Year 1 Phonics Screening Check • Maths • SPAG • RE • All other subjects using unit assessment proforma 	<ul style="list-style-type: none"> • Y6 SATs • Writing assessment • SPAG • Maths • RE • All other subjects using unit assessment proforma
End of Summer 2nd	<ul style="list-style-type: none"> • Exit assessments 	<ul style="list-style-type: none"> • Writing assessment • Maths 	<ul style="list-style-type: none"> • Y4 Multiplication Check • Writing assessment

half		<ul style="list-style-type: none"> • Reading • SPAG • All other subjects using unit assessment proforma 	<ul style="list-style-type: none"> • Maths • Reading • SPAG • All other subjects using unit assessment proforma
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Appendix 2

 <p>Foundation Subjects Assessment</p>			
Subject:			
Unit:			
Term:			
National Curriculum Objectives for this unit:			
What should children have learnt during this unit? (Learning Outcomes)			
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Whole Class Assessment			
Not on track	Not yet on track	On track	On track +
Reflection			
Prior learning	What did children already know? Was prior learning easily activated? Did children have the prior sequence of learning in place?		
Resources	Are these in place? Do we need to invest further?		
Continuous Professional Development	Do you require any CPD before teaching this unit again?		
Teacher assessment	Was the unit taught at an appropriate time of the year? Did you have enough time during the half-term/term for the unit to be taught? What, if anything, would you change before teaching again?		
Intervention and absence	Please identify children who may have missed elements of the unit due to intervention or persistence absence.		
Year group:	Teacher:	Date:	

Subject Leader actions (to be completed by the Subject Leader).