



St Mary's C.E. Primary Academy

Assessment Policy

Approved by governors:

"Everything is possible for one who believes." Mark 9:23

Dream, believe, achieve.

Head Teacher:	Erica Holt
Chair of Governors:	Tori Swift
Date:	March 2020
Date of next review:	March 2022

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Delivery

At St Mary's School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment' we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example

- question and answers
- marking of pupils' work
- observational assessments
- Regular short re-cap quizzes
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, polishing pen, self-marking against agreed success-criteria
- Peer marking

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupils learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example

- EYFS baseline assessments
- End of year tests
- End of Key Stage National tests
- National Phonics Screening
- Year 4 Multiplication tests
- Termly PIRAs and PUMAs
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities

Reporting to Parents/Carers

Parents/carers can request assessment information during the year, in which case a meeting can be arranged with the class teacher to discuss a pupil's progress, areas of development and latest assessment information.

All parents/carers will be invited to two parents evening during the year with the class teacher to share a pupil's achievements, areas of development and assessment information including PIRA and PUMA data.

Written reports will be given to parents/carers annually, which will conform to statutory requirements.

End of Key Stage test and teacher assessments, Year 4 Multiplication Scores and phonics screening results will be reported to parents/carers by the end of the academic year.

At the end of each Key Stage parents/carers will be given the opportunity to meet the class teachers following receiving the end of Key Stage tests and assessments information to discuss their child's results.

Monitoring and Evaluation

The Senior Leaders are responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to PDET.