



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Assessment Policy

September 2019

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement, good pastoral care and spiritual development.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum.

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

1 Introduction and Aims

We aim to celebrate children's successes, and recognise their needs, in order to plan future learning. This will be achieved by having a consistent approach throughout school as outlined in this policy.

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil 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 this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives of Assessment

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand 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 provide information for parents and carers that enables them to support their child's learning;
- to provide the headteacher and Senior Leaders with information that allows them to make judgements about the effectiveness of the school.
- to inform Governors about the effectiveness of the work of the school.

3 Planning for assessment

3.1 We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives and values of our school, give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work.

3.2 To support our teaching, we use the National Curriculum, the Early Years Foundation Curriculum and our own schemes of work.

In Reception we measure attainment against the Early Years Profile.

In Years 2 and 6 we measure attainment against the Teacher Assessment Frameworks for those year groups.

In Years 1,3,4 and 5 there are no national frameworks and we therefore measure attainment against the Pier to Peer Year group statements as recommended by local advisors and adopted by our cluster.

We currently use 2 systems to help us describe and track attainment and progress.

- Itrack – Attainment is described as being commencing, developing, secure within or advanced within the Year group expectations. Itrack also allows us to store historical attainment information and to track progress from year to year.
- Pixl – Attainment is described as being B2 (well below) B1 (below but with the potential to reach expected standard, E2 (Expected standard but will need careful monitoring and possibly extra support) E1 (securely Expected standard, A2 (Securely Expected standard with the potential to be Advanced) and A1 (securely advanced) Pixl enables us to identify children who have the potential to improve their attainment and supports us in delivering appropriate interventions.

3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our medium term plans make clear the expected outcomes for each unit of work.

3.4 Teachers' share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.

3.5 Questions are a key tool used by staff to find out what children know, understand and can do, and to reveal their misconceptions.

3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

4 Inclusion and assessment for learning

4.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils of all abilities.

4.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities, special educational needs or those that are more able.

5 Target-setting and Review

5.1 Each year we set targets based on the % of children who we believe will reach or exceed the expected standard at the end of the academic year. We monitor the progress against these targets termly through pupil progress meetings.

5.2 We use the Brighton 'Pier to Pier' descriptors to support assessment of children's progress in Literacy and Numeracy.

5.3 Progress is assessed termly and interventions to support learning are implemented as necessary

5.4 We also set personal targets for children and we encourage the children to set targets themselves, linked to their individual working habits. These are reviewed regularly with the children and modified as needed.

6 Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We use 'success' criteria in lessons to ensure that children understand what they need to do in order to achieve the objective of the lesson. We have an agreed code for marking, to ensure consistency across the school, and this supports children in their understanding of their progress and achievement in relation to the success criteria. (See Marking Policy)

7 Reporting to parents and carers

- 7.1 We keep parents and carers fully informed of their child's progress. We do this by offering parents the opportunity to come into school each term to meet with their child's teachers. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 7.2 During the summer term, we give all parents and carers a written report of their child's progress and achievements. In this report, we also identify target areas for the next school year. Children also contribute to this report by evaluating their own performance during the year. We also include a space for parental feedback.
- 7.3 In reports for pupils in Year 2 and Year 6, we also provide details of attainment in the National Curriculum tests.
- 7.4 Parents of children in the Foundation Stage receive a report based on the six areas of learning in the Early Years curriculum.

8 Roles and Responsibilities

- 8.1 The Senior Teachers share the responsibility for Assessment - Mrs Edmonds in Key Stage 1 and Mrs Jenks in Key Stage 2. They analyse the termly data from each class and have Pupil Progress meetings with individual teachers. Data is scrutinised to ensure that any issues for individual pupils or groups are identified and addressed. The Senior Staff meet with the Head Teacher at the end of every term to discuss the data and any recommended actions. The Head Teacher reports attainment and progress to the Governing Body through the Performance and Standards Committee.

9 Monitoring and review

- 9.1 Our assessment coordinators are responsible for monitoring the implementation of this policy.
- 9.2 Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.
- 9.3 This policy will be reviewed every two years or earlier if necessary.

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