

St. Paul's C of E Primary School

Documentation Information and Control

Assessment Policy

Current Status: Reviewed July 2020 and July 2021

Review date: July 2022

Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: The National Curriculum in England 2014
Marking and Feedback Policy
Early Years Policy
Assessment and Reporting Arrangements, DfE Standards and
Testing Agency
The National Curriculum 2014
Statutory Framework for the Early Years Foundation Stage, DfE
2021

St. Paul's C of E Primary School

Assessment Policy

1. Rationale

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which each pupil is motivated to acquire both skills for life and a love of learning.
- 1.3 Assessment is an integral part of the planning, teaching and learning process which has the ultimate aim of raising each individual pupil's standard of achievement.

2. Purpose

Pupils are assessed:

- (a) to identify successes and difficulties in pupils' learning so as to plan for learning opportunities that reflect the needs of the pupils;
- (b) to identify those pupils who are falling behind so that we can support their learning;
- (c) to identify those pupils who are working at a greater depth so that we can extend their learning;
- (d) to provide information when transferring pupils within school and when they move to other schools;
- (e) to provide information for parents and governors; and,
- (f) to provide useful data for analysis, strategic planning and accountability.

3. Guidelines

3.1 *Formative Assessment*

- (a) Pupils shall be taught and assessed using the key skills, knowledge and understanding as set out in the National Curriculum 2014. The detailed objectives used shall be from the Essentials Curriculum.
- (b) Pupils shall be assessed against detailed statements for each curriculum subject. The statements shall be from the Essentials Curriculum
- (c) Assessment against the statements shall be ongoing and individual pupil record books shall be kept up to date.
- (d) Formative assessment shall take place daily and shall be guided by the Marking and Feedback Policy.
- (e) Pupils shall be involved in the assessment process by consulting with them and teaching them how to assess their own performance (Assessment for Learning). This shall be done so that they are motivated to have expectations for themselves and to have a greater awareness of their successes and areas for improvement
- (e) In the belief that fuller assessments will enable each child to develop a more personalised programme of learning, every effort will be made to exceed the minimum requirements. In particular, assessment information shall be used to inform parents of specific issues during consultation meetings in November and March each year.

3.2 *Summative Assessment*(a) Summative decisions shall be made about pupil achievement at three times a year.

- (b) Reception age pupils shall be assessed at the beginning of the autumn term to establish a baseline for each pupil.

- (c) Reception aged pupils shall be assessed throughout the year using Development Matters and at the end of the year against the Early Learning Goals.
- (d) At the end of the year three steps shall be used to record each child's level of development against the Early Learning Goals:
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|------------------|--|
| Emerging | pupils have not yet reached the expected level |
| Expected | pupils have reached the expected level |
| Exceeding | pupils have exceeded the expected level. |
- (e) Assessments shall be based on the pupil's work and tests shall take place at the end of each term in Key Stages 1 and 2.
- (f) National SATs tests shall be taken by pupils at the end of Key Stage 1 and Key Stage 2.
- (g) The National Phonics Screen shall be taken by Year 1 pupils and by the pupils of Year 2 who did not score high enough in Year 1.
- (h) The National Multiplication Tables check shall be taken by Year 4 pupils.
- (i) Moderation of work shall take place within school, with teachers from the schools in the WEST Learning Trust and Local Authority school networks to ensure that assessments are accurate.
- (j) Four steps shall be used to describe how pupils are achieving within age related expectations.
- | | |
|------------------------|---|
| Below | pupils are working below their age related expectations. |
| Working Towards | pupils are secure in many of the statements but not enough to be working at age related expectations. |
| Expected | pupils are secure in most of the statements. |
| Greater Depth | pupils are working at greater depth with in the age related expectations. |

- (k) Assessment results in all subjects will be recorded on the Depth of Learning Tracker. The results of Early Years assessments will be recorded on a separate tracker. Both trackers shall indicate performance at age related expectation as well as measuring pupil progress.

3.3 *Pupils Working Outside Age Related Expectations*

- (a) Pupils working significantly below their age related expectations because of their special educational needs or disabilities will be assessed against the curriculum statements to determine the chronological point of the curriculum at which they are working. The *Pebbles* section of the Essential Curriculum shall be issued.
- (b) SEND pupils shall have targets that reflect their individual needs and a learning passport which details specific targets.
- (c) The progress of SEND pupils shall also be measured using more detailed information such as Reading Ages.

3.4 *Pupil Progress Meetings*

- (a) Pupil progress meetings shall take place each term.
- (b) The meetings shall be between the class teachers, the Head Teacher and Deputy Head Teacher.
- (c) The meetings shall establish how pupils are performing in relation to their age related expectations and identify appropriate ways to support pupil learning and teacher teaching.
- (d) Action shall be taken to support pupils who are falling behind.
- (e) Opportunities for extension work and greater challenge shall be provided for pupils exceeding their age related expectations.

- (f) Assessment data shall be analysed to identify the attainment and progress of vulnerable groups of pupils and the appropriate support to be provided.

3.5 *Reporting Results*

- (a) The attainment and progress of pupils shall be reported to parents at consultation meetings in November and March each year.
- (b) Written Reports shall be provided for parents in July each year.
- (c) Termly reports on the attainment and progress of pupils in each year group and in identifiable groups shall be provided for governors.

4. Review

The governors shall review this policy each year.