St John's Highbury Vale CE Primary School

Assessment Policy

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Vision for Education:

"I can do all things through Christ who strengthens me."

Philippians 4:13

This can be lived out through our school moto,

'*every child, every opportunity, every day.*'

At the heart of our school vision is a desire for an authentic and life-giving relationship with one another and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of a consistently high standard.

Assessment Policy

We endeavour to support all pupils in making better than expected progress, which in turn should increase confidence and self-esteem for the next stage of a child's learning journey. We believe assessment is a key part of this.

Assessment includes:

 Teaching and marking work and giving next steps to the child and/or giving verbal feedback

 Observations

 Formal Summative Assessment (including national end of key stage tests)

 Weekly tests in class e.g. spellings, mental maths, multiplication etc.

This Assessment Policy should be read in conjunction with the school's Marking and Feedback Policy, all subject-based policies and our EYFS policy.

Aims

 To ensure children make progress, knowing their achievement and what they need to do next

 To internally track pupils for attainment and progress

 To ensure teaching planning is amended in order that the teaching and learning meet the needs of all children

 To have a consistent approach that measures school progress against national standards

Assessment of children can take different forms including observations and discussions, as well as the more formal assessment of written work and tasks.

Every term, pupils across the school are formally assessed and their data tracked. This information is shared with parents and carers, advisers from Islington and the London Diocesan Board for Schools (LDBS) advisers and governors and informs future planning for teachers.

As well as marking and feedback, formal assessment procedures are carried out in order to support the ongoing teacher assessment of pupils.

Monitoring and Evaluation

Both teacher assessment, and formal assessments, are moderated by senior leaders to ensure parity across the school. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessments, data is analysed in detail by the SLT and class teachers to identify pupils who may require further intervention and support. Each term, staff produce a class action plan with clear targets, support and outcomes for all children in the class. Lesson visits focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All teachers use 3BM which is an excel spreadsheets comprising of all nation al curriculum objectives in each specific year group. These are regularly updated by teachers as part of formative assessment strategies.

Targets are shared with the child so they have an understanding of what they are aiming for. These are also shared with parents at the start of the academic year and at other points during the year e.g. at parents' evenings. Teachers use their on-going marking to check on progression towards targets. Once a target is 'achieved', the target is incorporated into learning throughout the academic year in order to ensure the children have an opportunity to become more confident and achieve mastery within a subject.

Special Educational Needs and Disability (SEND)

Pupils identified on the SEND register are assessed in line with other pupils. As with all pupils, the outcome from these assessments is used in a variety of ways. These include targets on an individual child's 'Support Plan' or 'provision Map' for those with an EHCP. All children are discussed individually during pupil progress meetings. The outcome of this is used to ensure the correct provision is in place for all pupils. See provision map for an overview of what is currently in place. Use of external agencies such as CAMHS, Educational Psychologists and Speech and Language Support are brought in as a result of some assessments.

All children have individual targets and all assessments are on-going with formative assessment the best system for assessing the needs of children.

Assessment in the Early Years Foundation Stage (EYFS)

Assessment in the EYFS is an on-going process via the Tapestry on-line App. This is used throughout the year and contributed to by the whole EYFS team and parents. Tapestry is an easy to use and secure online learning journal, helping staff and families document and celebrate their children's learning and development. All children in Reception Class have this personal online learning journey, which contains observations, photographs and videos documenting key moments of learning and progress. Parents are able to view their own comments and media to support the evidence.

Baseline assessments are completed during the first half of the autumn term, and this data is analysed by the Reception Class teacher and SLT to ensure planning is tailored to the new cohort and progress is accelerated. Data is provided to the parents at parents' evenings and at other times throughout the year.

Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with on-going teacher assessment, more formal assessments are carried out each term. These are tracked on the 3BM tracking system and are used to inform future planning; interventions and other support where necessary. All data is analysed in terms of progress and attainment for all children, including vulnerable groups, against targets. Targets for pupils are set at the start of each year and shared with parents. Data is linked to performance management systems.

The data analysis informs the annual SIP and SEF documentation and drives forward staff CPD and support. National Assessment tests are taken at the end of Year 1 (phonics), Year 2 (SATs and some phonics) and Year 6 (SATs).

In addition, children in Years 1-6 complete an unaided written assessment task each half term based on the same stimulus. These pieces of writing are used by staff during moderation allowing progression to be monitored and next steps/targets for individual children to be formulated. These are stored in creative writing folders as a record of where children are/were each half term.

Writing is moderated within the school, across the borough (through termly network meetings) and with other schools as arranged by the English subject leader. When assessing writing, teachers use our school system for monitoring standards against the national curriculum objectives and the Standards and Testing Agency's writing exemplification materials. These exemplification materials assist staff in securing their understanding and judgements of children working towards the expected standard, working at the expected standard or working in greater depth than the expected standard. It is used as a point of reference for teachers when making their own teacher assessment judgements to validate their results across the school. These exemplification materials are used according to the guidance suggested by the Standards and Testing Agency.

When assessing reading, children are assessed against National Curriculum objectives relevant to their year groups. Children are also assessed in whole class reading and 1:1 reading sessions. There are planned opportunities for children to demonstrate a secure understanding of different elements of reading each day. These assessments will also be completed in line with the reading exemplification materials when these are released by the Standards and Testing Agency.

Assessment within other subject areas

Although pupils are not formally assessed in other subject areas, we believe it is vital for them to know how they are doing in all subjects in order to make progress.

In addition to the core subjects, the 3MB data base is also used to support assessment in KS1 and KS2.

Assessments in Religious Education (R.E.) are carried out based on the LDBS Agreed Syllabus we use. Teachers assess children against the main teaching objectives for each lesson (see R.E. policy and assessment statement) using I Can Statements and Big Theological Questions. At the end of each unit staff assess each child against given criteria. This information is used to plan future sequences of learning.

Roles and Responsibilities

Governors – monitor whole school progress data with support of SLT.

SLT – moderate assessments regularly and provide data analysis reports to staff and governors and hold teaching staff to account for pupil progress.

Teaching Staff – regularly assess pupils and provide feedback to them; adapt planning in line with assessments to ensure at least good progress for all and to provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants – provide feedback to the teaching staff on progress and attainment of pupils; assess children working within their small groups or 1:1.

Parents/Carers – support children at home with homework to positively impact on progress; check targets given out at the start of each year; attend parents' evenings each term.

Pupils – complete all work to the highest standard; attend to each next step in marking; check targets before the start of that lesson.

Assessment outcomes must be communicated effectively to pupils, parents and staff and governors.

Reporting

A parents evening will be held three time a year, once every term. In the Autumn and Spring term, a child will receive a report card, which will inform the parents of where they are working against the national expectation for their age. In the Summer term, a full comprehensive report will be produce for parents, covering all aspects of the national curriculum and personal and social aspects also.