

# Christ Church CE Primary School

## Assessment Policy

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## Statement of intent

Christ Church School believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/relevant
  - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

## Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## **1. Key roles and responsibilities**

- 1.1. The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.
- 1.2. The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- 1.5. The assessment leader is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- 1.6. The special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 1.7. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 1.8. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.
- 1.9. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 1.10. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

## **2. Training of staff**

- 2.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 2.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

- 2.3. Teachers and support staff will receive regular and ongoing training as part of their development.

### **3. Definitions**

#### **3.1. Christ Church CE School**

Defines “assessment” as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**3.2.** Defines “diagnostic assessment” as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

**3.3.** Defines “formative assessment” as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

**3.4.** Defines “summative assessment” as activities which assess final achievement at the end of the year.

**3.5.** Defines an ILP as a plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

### **4. Types of assessment**

**4.1.** We acknowledge that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of test materials.

**4.2.** Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

peer marking against the learning objective, self-evaluation using traffic lights/smiley faces, and highlighting or annotating pupils’ own or a peer’s work to demonstrate appropriate features or use of criteria

## **5. Scheme of assessment**

- 5.1.** National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Christ Church School has implemented the following scheme of assessment which addresses assessment without levels.

Christ Church have moved from level related expectations to Age related expectations using the National Curriculum Knowledge descriptors. Children will be judged against these to be working towards, at or above Age Related Expectations. Teachers will record judgement onto Pupil Tracker which will be used as a measure of progress over time.

- 5.2.** Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, D and E for further information.
- 5.3.** Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments:

EYFS – Early Excellence Assessment

Y1- Phonics test

Y2-SATs

Y4-Verbal/Non- verbal tests

Y6-SATs

## **6. Target setting**

- 6.1.** Pupils complete baseline assessments at the start of the autumn term, which inform long-term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' mastery of the subject will be classed as 'emerging', 'expected', or 'exceeding'. Children will be expected to achieve 75% of the level descriptors in reading, writing and maths to be working at ARE.
- 6.2.** SEND pupils may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.
- 6.3.** Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are clearly displayed as ILPs in age-appropriate language in work books to be shared with parents/carers.

## **7. Tracking and reviewing progress**

- 7.1.** Formative and summative assessment milestones are recorded electronically using Pupil Tracker. National curriculum objectives are only recorded as 'achieved' when a child has mastered them. In order to master an objective, pupils must:
- Learn the skill/concept.
  - Practise it.
  - Apply it.
  - Apply the skill/knowledge in a different context.
- 7.2.** Pupils are given the opportunity to review their progress through 'learning conversations' which are scheduled into lesson time.
- 7.3.** To assist in guiding each pupil's learning journey, data snap-shots are taken at class, phase and subject level, three times a year, towards the end of each term.
- 7.4.** Pupil progress meetings for each year group are scheduled termly and focus on:
- Reviewing the progress of all pupils.
  - Identifying and monitoring cohorts of pupils that are underperforming.
  - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
  - Selecting intervention strategies to implement as a team to tackle barriers to learning.
  - Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.
- 7.5.** The Senior Leadership Team will meet regularly to monitor pupils who were identified as underachieving at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

## **8. Homework**

- 8.1.** Depending on the year group, homework is given daily and/or weekly. For further information please consult the Homework Policy.
- 8.2.** Homework tasks are set in line with curriculum objectives and expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

## **9. Marking and feedback**

- 9.1.** Marking of pupils' work should follow the Marking and Feedback Guidelines. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.

- 9.2.** Marking and feedback should directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 9.3.** Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- 9.4.** Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 9.5.** Marking and feedback strategies include:
- Verbal feedback, in-depth teacher marking, peer-assessment, and self-assessment.
- 9.6.** When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work.
- 9.7.** Achievement is rewarded in the following ways:
- Verbal praise
  - Showing work to a Senior teacher
  - Work stickers
  - Certificates

## **10. Records and record keeping**

- 10.1.** Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
- lesson plans, pupil work and work books, assessment/target trackers, pupil progress meeting records and reviews,
- 10.2.** At the early years foundation stage, each child's developments and achievements are recorded in the Early Years Foundation Stage Profile (EYFSP), and Tapestry which is based on teachers' ongoing observations and assessments.
- 10.3.** Summative assessment records, such as key stage 1 and key stage 2 SATs results, are kept electronically
- 10.4.** Formative assessment records, such as pupil work, are held for one year.

## **11. Standardisation and moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

Portfolios of moderated work are kept securely by curriculum leaders.

## **Reporting**

**12.1.** Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

**12.2.** A written report for each pupil is sent to parents/carers each year. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

**12.3.** For pupils at the end of key stages 1 and 2, additional information, including the details of SATs, are provided.

**12.4.** Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the headteacher at other times.

**12.5.** The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

## **13. Links to other policies**

**13.1.** This policy also links to the Homework Policy and Marking and Feedback Policy

## **14. Policy review cycle**

**14.1.** This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.

## **Appendix A: Marking guidance**

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to children in order to raise standards of attainment.

### **Formative assessment and focussed marking:**

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

### **Writing**

Focussed marking of children's writing should relate to either the specific learning objective communicated through 'I Can' statements, or the next step target for each child.

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling/grammatical errors may be corrected, provided children are given an opportunity to make corrections and practise spelling/grammar rules.

### **Maths**

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers will assess the steps needed to enable pupils to make further progress.

### **Other subject books**

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### **Self-assessment**

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peer's work to demonstrate appropriate use of text features

## **One-to-one mentoring**

Staff will schedule a 'learning conversation' with pupils on a half termly basis. The aim of the discussions is to talk about the pupil's progress and identify next steps. Attitude, attendance and punctuality will also be discussed.

## **Monitoring**

- marking and feedback will be monitored by the leadership team through taking in samples of books and through lesson observations
- this policy will be reviewed throughout 2016/2017 in relation to ongoing action research and the Teaching and Learning Policy

## **Procedures**

- marking should be in green pen
- teachers use a green arrow to draw attention to focus correction
- teachers' handwriting needs to be legible as a model for the child
- not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning
- the use of highlighter to promote positive aspects
- verbal feedback should be acknowledged in books
- the success criteria should be written in the children's' books when appropriate
- children to respond to marking in purple gel pen (Purple Progress Pen)
- teachers should check the quality of peer and self- assessments made by children and write a comment to show that it has been monitored.
- cover/supply teachers should mark and initial all work

## **Types of Marking**

- *Summative marking* – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.
- *Secretarial marking* - of spelling, punctuation grammar etc. should not be applied to every piece of work. Children cannot effectively focus on too many things at once.

- *Focused marking* - should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved. Different levels of prompts for the feedback can be given.
- *Self-marking* – when possible, children should self-mark closed tasks, individually, as a group, or as a class.
- *Self-evaluation* – pupils should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.
- *Response partners* – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.
- *Oral Feedback* is the most powerful. This dialogue should focus upon successes, areas for development and to set targets for future learning. This may be in the form of a learning conference review. It can be to the whole class discussing and reviewing learning.
- *Shared marking* - Using one/two pieces of work to mark in front of the class should be done at regular intervals because this models the marking process and teaches particular points at the same time.

## Appendix B: Assessment materials, tools and tests

<b>Reading</b>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny- half termly</li> <li>• Guided reading records- PM Benchmarking</li> <li>• Summative tests- end of year</li> <li>• Teacher planned comprehension tests/activities- half termly in guided reading sessions</li> <li>• Phonic phase assessments- YR, Y1,Y2</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny- half termly and annually with other schools.</li> <li>• Writing samples (independent where possible)- termly</li> <li>• Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes) YR,Y1,Y2</li> <li>• Results of class tests (e.g. weekly spelling tests) KS2</li> <li>• Summative tests- Verbal/Non-verbal in Y4</li> <li>• SPAG</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Focussed marking</li> <li>• Pupil observations</li> <li>• Book/work scrutiny- termly</li> <li>• Results of weekly mental maths tests- Wigan tests</li> <li>• Summative tests- termly- Focus Education tests</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Assessments against I CAN Statements.</li> <li>• Book/work scrutiny</li> <li>• Pupil observations</li> </ul>

## Appendix C: Contents of class assessment folder

<b>Autumn term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• Update assessment tracker for reading and writing based on focussed marking and observations of children's learning.</li> <li>• Independent writing samples.</li> <li>• Assessments of phonic phase for each child (EYFS/key stage 1).</li> <li>• Set new learning targets.</li> <li>• % of children at ARE and target for end of year</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of assessment tracker for maths based on focussed marking and observations of children's learning.</li> <li>• % of children at ARE and target for end of year</li> </ul>
	<b>Foundation subjects</b> <ul style="list-style-type: none"> <li>• Record significant progress against national curriculum learning descriptors/P scales.</li> </ul>
<b>Spring term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• On-going update of assessment tracker for reading and writing based on focussed marking and observations of children's learning.</li> <li>• Independent writing samples.</li> <li>• Assessments of phonic phase for each child (EYFS/KS1).</li> <li>• Set new learning targets.</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for maths based on focussed marking and observations of children's learning.</li> <li>• Set new targets.</li> </ul>
	<b>Foundation subjects</b> <ul style="list-style-type: none"> <li>• Record significant progress against national curriculum learning descriptors/P scales.</li> </ul>
<b>Summer term</b>	<b>English</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for reading and writing, based on focussed marking and observations of children's learning.</li> <li>• Independent writing samples.</li> <li>• Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid.</li> <li>• Year 1 statutory phonics test.</li> <li>• Year 2 and Year 6: SATs tests – reading, writing and spelling and teacher assessments.</li> <li>• Progress against national curriculum descriptors is recorded on an end of year report.</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• On-going update of tracking grids for maths based on focussed marking and observations of children's learning.</li> <li>• Year 2 and Year 6: SATs tests – written, mental and teacher assessments.</li> <li>• Set new targets.</li> <li>• Progress against national curriculum descriptors is recorded on an end of year report.</li> </ul>

	<b>Foundation subjects</b>
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- Record significant progress against national curriculum learning descriptors/P scales.

**A separate, guided reading folder is kept. This includes guided reading groupings and assessments, as well as individual reading records.**

## Appendix D: School assessment schedule

<b>Autumn one</b>	<ul style="list-style-type: none"> <li>• On entry data for foundation stage profile in nursery and reception.</li> <li>• Class profiles updated and end of year targets set.</li> <li>• Parents' consultation meetings.</li> <li>• Phase group assessment moderation meetings with other schools</li> <li>• Class assessment folder updated (on-going).</li> <li>• 1:1 teacher – pupil mentoring (monthly).</li> <li>• SEND intervention trackers reviewed.</li> <li>• Pupil progress meeting.</li> </ul>
<b>Autumn two</b>	<ul style="list-style-type: none"> <li>• Class profiles updated.</li> <li>• 1:1 teacher–pupil mentoring (monthly).</li> <li>• Data 'snap-shots' (class, phase, subject level).</li> <li>• Individual and class intervention trackers produced.</li> <li>• Cross Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Senior leaders meeting.</li> <li>• Book Scrutiny</li> </ul>
<b>Spring one</b>	<ul style="list-style-type: none"> <li>• Parents' consultation meetings.</li> <li>• 1:1 teacher-pupil mentoring (monthly).</li> <li>• Pupil progress meeting.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class profiles updated.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Book Scrutiny</li> </ul>
<b>Spring two</b>	<ul style="list-style-type: none"> <li>• Class profiles updated.</li> <li>• Data 'snap-shots' (class, phase, subject level).</li> <li>• 1:1 teacher–pupil mentoring (monthly).</li> <li>• SEND intervention trackers reviewed.</li> <li>• Individual and class intervention trackers produced.</li> <li>• Phase group assessment moderation meetings.</li> <li>• Class assessment folder updated (on-going).</li> <li>• Senior Leadership meeting</li> <li>• Book Scrutiny</li> </ul>
<b>Summer one</b>	<ul style="list-style-type: none"> <li>• Phase group and cross phase assessment moderation meetings.</li> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders.</li> <li>• Year 6 SATs.</li> <li>• Year 2 SATs.</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6.</li> <li>• Class assessment folder updated (on-going).</li> </ul>

<b>Summer two</b>	<ul style="list-style-type: none"><li>• Year 1 phonics test.</li><li>• Data 'snap-shots' (class, phase, subject level)</li><li>• Class profiles updated.</li><li>• Pupil progress meeting.</li><li>• Report EYFSP to LA</li><li>• Report Year 1 phonics assessment results to LA</li><li>• Report Years 2 and 6 SATs results to LA.</li><li>• Report all results of statutory assessments to parents.</li><li>• Annual reports sent to parents.</li><li>• End of year parent transition meetings.</li><li>• Class assessment folder updated in preparation for class handover meeting (on-going).</li><li>• Class handover meetings (current teacher meets receiving teacher to share information).</li></ul>
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## Appendix E: The assessment cycle

