



Cherry Tree Hill Primary School

ASSESSMENT POLICY

Date of Policy to Standards, Pupils and Personnel Committee:

Policy Cycle: Reviewed 3 yearly (Spring Term 2019)

REVISED POLICY to Standards, Pupils and Personnel Committee:

Minute No:

Reviewed 3 yearly. Next Review Spring Term

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

National Curriculum in England: framework for key stages 1 to 4 (2014/16)

Statutory –Framework for the Early Years Foundation Stage (2017)

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Principles of assessment

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Cherry Tree Hill, we use the National Curriculum (2014/16) and Early Years Foundation Stage Framework (2017) as a starting point for all of the teaching and learning experiences that we provide for our children.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

Assessment approaches

At Cherry Tree we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Formative assessment is the on-going, day- to- day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress. Teachers use online tools (Tapestry and Class Track) to support their formative judgements.

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on 'O Track', the tracking system used by school. A variety of materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts, as well as identifying gaps and next steps for planning. Children are assessed in year group 'bands,' which are divided into *Emerging/Developing/Secure*.

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Early Years

During the first six weeks of Nursery or Reception we will use our observations and professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of iPad, using the Tapestry program. Data is recorded using 'O Track'.

Reporting to parents

Children's attainment and progress will be shared with parents through Parent's Evenings which are held twice per year as well as annual reports. Parents of pupils in EYFS are able to view, and contribute to, their

child's online learning journey at any time. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

Annual reports to parents should include:

- *Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development*
- *Comments on general progress*
- *Arrangements for discussing the report with the pupil's teacher*
- *Where attendance should be reported, it should include:*
 - *The total number of possible attendances for that pupil, and*
 - *The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances*
- *The results of any public examinations taken, by subject and grade*

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher and Senior Leaders

The headteacher and senior leaders are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Subject leaders

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

This policy will be reviewed every 3 years by senior leaders. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior leaders are responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school, through:

Year group and cross phase moderation

Learning walks and lesson observations

Scrutiny of pupils' work

Pupil progress meetings

RAP (Raising Attainment Plan) review meetings

Links with other policies

This assessment policy is linked to:

- Teaching and Learning policy
- Marking and Feedback policy
- Homework Policy

SAFEGUARDING STATEMENT
<p>We believe every pupil should be able to participate in school activities in a safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Cherry Tree Hill Primary School. Our policies are developed from the DfE guidance document 'Keeping Children Safe in Education' (September 2016)</p> <p>We recognise that child abuse is an emotive subject and therefore it is important to understand the feelings involved and not to allow them to interfere with any judgement or action that must be taken. We understand our responsibility to safeguard and promote the welfare of all our pupils and adults by protecting them from physical, sexual or emotional abuse, neglect or bullying</p>

Policy Date: (Revised Policy)

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Signed _____

S McConnell (Chair of Standards, Pupils and Personnel Committee) on behalf of the Board of Governors