

St Saviour's Assessment Policy

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in *September 2015*.

Next review date: *September 2016*

Why assess? At St Saviour's we want every child to shine as a child of God.

Assessment is the tool by which we monitor children's learning and progress so that we can provide them with the best education possible. Our goal is for every child to have the opportunity to achieve their best and master the knowledge and skills they need to succeed. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum, Assessment & Ofsted

The National Curriculum, The Assessment Commission, Tim Oates, chair of the expert panel for curriculum review and Ofsted (Sept 2015) all support assessment as part of teaching and learning to support and extend the goal of mastery for every child.

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Teachers use assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place.
- Assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections - clarification for schools, March 2015, No. 140169)

Assessment at St Saviour's

St Saviour's has developed an assessment system that takes into account

- National Curriculum 2014
- Mastery teaching using Bloom's definition and Taxonomy
- Assessment for Learning principles

Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies linked to teaching and learning and a range recording methods, as detailed below. Summative assessment is used to support formative teacher assessment.

Early Years Foundation Stage

Within the first 6 weeks of term the EYFS team will record an on-entry baseline assessment in line with the Early Excellence Baseline requirements.

Nursery Learning Journeys

Nursery staff at St. Saviour's will informally monitor development and keep detailed records in the form of an electronic learning journal. Some of this will be compiled in to a Special Book for each child. This information is shared with families and either transferred to the reception team or to the child's new school.

In line with the rest of the school, the Nursery team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, working within or securing within the appropriate 'Age and Stage' band for each individual child. Most nursery children are working within the 30-50 month stage. These are kept on a Foundation stage tracker.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual.

The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories as nursery - emerging, working within or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

Year One phonics check: All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

SATS: Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. New scaled information will be available to schools in the new testing system in 2016.

In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment: We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to draw a smiley / sad face when they have finished their work to show their level of understanding and to add a comment if possible. They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on the St Saviour's Assessment Tracker. Children are assessed against the following descriptors:

- No understanding/knowledge
- Emerging At early stage of development (support needed)
- Securing Growing ability and independence (prompting needed)
- Secure Exhibits skill independently
- Mastery Exhibits skill spontaneously and with confidence

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. Mastery statements are available in Reading and Maths and being developed in other curriculum areas.

Most assessment information will be collected through questioning, observations, information in books, pupil self-assessment and assessment activities as well as tests.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and maths. This will be based upon the mastery statements for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, questioning, observations and work contained in books. The cohort document will contribute to Pupil Progress meetings discussions and toward accountability data.

Family consultations: Family consultation weeks take place in the autumn and spring terms for children in nursery through to Year 6. Children should contribute to these conversations in either a verbal or written format. If the parents are happy, children can attend the meetings.

The Head teacher may join the year 6 meetings. Children have a voice in their successes and new challenges in the meetings by setting their own next steps as learners and in their learning.

Reports to parents: In the summer term, families will receive a full report detailing progress and achievements across the curriculum. The report is based on self-assessment by the child and summative observations by the teaching team. It is a celebration of the child's learning successes and progress from their starting points. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion: St Saviour's is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Leader, DSEN Leader, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use child centred learning plans, where appropriate, which are reviewed with the child and parents termly. Our DSEN and Inclusion Leader, are available to provide advice to staff and families. We also maintain a list of children who we monitor closely following any issues or concerns alerted by staff or parents.

We encouraged all children to achieve their best and shine as children of God.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy