St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

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St John and St Nicolas Schools Federation
Assessment Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.
It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Introduction
Assessment is an essential and integral part of effective teaching and learning, that is used to provide information for a range of audiences on children's attainment and progress. Assessment in the federation has 5 main purposes:

- To provide information on children's learning so that teaching can be adapted to better meet children's needs
- To set targets for improvement by groups of children or individuals
- To provide information to parents about their children's progress
- To inform the senior leadership team and governors about trends in progress across the school so that targeted input can be given to improve progress
- To provide information to the Local Authority and other stakeholders to hold the school effectively to account.

2: Assessment in the federation will be used in the following ways:

- Formative: the information gained 'forms' or affects the next learning experience
- Diagnostic: finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore prevent children from making the expected progress

- Evaluative: informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on children's achievements
- Summative: systematic recording of information which contributes to a summary of each child's attainment at a point in time. This is an essential tool for identifying progress over time.

Assessment information will be used to:

- Track children's performance over time so that appropriate interventions can be explored
- Review curriculum provision in terms of breadth and balance
- Inform the Governing Board, Local Authority and Ofsted of the school's standards and improvement.

Assessment in the Foundation Stage

Children are assessed on entry to Reception year using the Reception Baseline.

Throughout the foundation stage, children are assessed against the early learning goals and this is reported on to parents at the end of foundation stage.

3: Statutory Assessments

There are several statutory assessment points during children's time in both schools. These are:

- Reception baseline at the beginning of the Reception year
- Year 1 phonics screening during the Summer term
- Year 2 teacher assessments (and statutory tests) during the Summer term
- Year 4 multiplication check during the Summer term
- Year 6 tests and teacher assessments during the Summer term

4: Assessment of Reading, Writing and Maths:

Both schools collect data on children's current attainment in reading, writing and maths at three points in the school year.

For reading, grammar and maths the schools use published tests, so that teachers do not need to create their own assessments. These are:

- Progress in Reading Assessment (PIRA) for reading, which provides a standardised score for each child allowing progress to be clearly seen. Additionally the test provides diagnostic information.
- Progress in Understanding Maths Assessment (PUMA) for maths, which provides a standardised score for each child allowing progress to be clearly seen. Additionally the test provides diagnostic information.
- Rising Stars Grammar Tests (KS2) – these are short tests, which are progressive allowing progress to be clearly seen across time.

When assessing writing, the teachers use target grids, which are assessed throughout the term. Class teachers use children's writing to identify when specific targets have been achieved allowing attainment and progress to be seen clearly.

For some children the above tests cannot be used accurately and teachers need to use other assessment methods. These might include:

- Reading age tests
- Spelling age tests
- Pre National Curriculum standards

These methods allow teachers to assess progress of children who are working well below their year group level.

Teachers will also use the assessments to identify whole class/whole group areas of weakness and will use review lessons each term to tackle these areas and provide additional teaching to clear up misconceptions.

On a termly basis, Pupil Progress Meetings are held between each class teacher and senior staff, to review each child's progress and attainment (see attached note below).

5: Assessment for Learning:

The federation uses assessment for learning on a daily basis in the classroom. Assessment for learning allows teachers to assess children on a formative basis. The principles that are followed are listed below:

- There should always be a clear learning objective within the lesson with related success criteria that identify what successful learning will look like for children. Teachers and other adults will also use the success criteria to assess pupils' learning.
- The structure of the lesson should be appropriate to the learning e.g. feedback within the lesson, and mini-plenaries within the learning where misconceptions may be addressed.
- A way of introducing 'challenge' within learning is through success criteria which incorporate higher order skills e.g. evaluation or comparison.
- A key method of Assessment for Learning through the federation, is through talk. Every class has 'Talk Partners'. These provide the opportunity for learning through effective dialogue.
- Assessment for Learning is more effective when teaching and learning approaches and assessment opportunities such as peer assessment, effective feedback and marking, opportunities for pupil dialogue, are planned at the outset
- Feedback and marking is most effective if it naturally engages children in appropriate dialogue about their learning and promotes children's learning.
- Teachers should use a mix of planned and spontaneous, open and closed questions that stimulate dialogue between teacher and child, and between children. Questions should be used to probe understanding, extend learning and strengthen reasoning. Children should be encouraged to ask their own questions and develop their own line of enquiry.
- Plenaries should provide the reflection on learning related to the learning objective and success criteria and should offer a range of models of reflective practice. Plenaries should also demonstrate to pupils what they have learnt and their next steps in learning to provide a purpose.
- Assessment for Learning should generate the evidence of learning that teachers will need to make their summative judgements and plan future learning.

6: Assessment in other subjects:
Assessment across the wider curriculum is reported annually through children's reports. Class teachers will plan work reflective of children's abilities in each subject, which will challenge them to develop in knowledge and skills. Each subject leader will develop assessment practices within their subject across the federation, which provide meaningful information, without adding significantly to teacher workload.

7: Pupil progress meetings:
Pupil progress meetings form a key part of the assessment across the federation.

The ***purpose*** of this meeting is:

- to develop a professional dialogue focused on attainment ***and*** progression
- to secure accurate tracking data
- to promote teacher accountability
- to further support the teacher and children
- to capture what works well and share good practice
- to identify gaps in learning and plan provision to address these
- to identify and plan provision for underachieving/vulnerable groups
- to renew and set new support and attainment plan targets for SEN children
- to identify challenge opportunities for more able, gifted and talented children.

Meetings will be half termly, timetabled, quality time (45 mins- 1 hour) for staff to discuss the progress and attainment of the children in their class.

SEN, Pupil Premium, EAL and Able, Gifted and Talented children must be specifically discussed and registers updated, as well as discussing the progress of children with poor attendance and behaviour records and any other relevant groups.

The meeting can include:

- explanations of what the barriers to progress are for children who are 'stuck' and what the next steps for these groups might be
- reflection on current provision and support available
- evaluation of the impact of intervention programmes being used identification of action points to ensure that children are making expected or accelerated progress.