



Assessment Policy

“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)

GDPR

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed every 3 years

Reviewed by A Clark 16/05/2024

Reviewed by Governors: S Pinson 19/05/2024

Next review date: Summer 2027

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1. 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/carers;
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

At St Bartholomew's C of E Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 Teacher workload

Work balance has been a key consideration during school's review of assessment policy and practice. Whilst there is a move to the use of schemas across foundation subjects, the SLT have taken the decision not to directly implement the associated reporting systems - recognizing the potential for a significant increase in work - to sustain the recording that would be required report for every subject. We have endeavoured to adopt a meaningful but also manageable process.

3.2 Expectations

At St Bartholomew's, we feel that...

- **All children** should have assessment that provides reliable and credible information to: [a] support their progression in learning; [b] accurately identify and track their progress (and identifies underachievement); [c] be motivating and actively involve pupils in review, target setting and self-evaluation against the learning objectives for lessons and [d] provide opportunities for peer-assessment.
- **Teachers** should have assessment and recording procedures which: [a] Support quality teaching and learning by tracking progress and identifying underachievement; [b] are manageable, sustainable, consistent across school, useful and meet statutory requirements; [c] Expect only one point of data entry per judgement.
- **Parents** should see assessment and reporting practice which: [a] celebrates their child/ren's successes and progress, involving them in helping their child to meet learning targets; [b] provides them with opportunities to review and discuss their child's achievements and identifies areas for development - and how they will be addressed; [c] ensures that information about their child is detailed, specific and easy to understand; [d] gives a clear indication of the effort their child makes with their work; [e] indicates how their child/ren is performing against National Standard (National Curriculum 2014).

3.3 Best (research-informed) practice

To establish assessment systems that meet the above 'criteria', we have considered best practice within other similar primary contexts, including size of setting (i.e. pupil numbers, physical class and teaching structure).

3.4 The role of pupils

It is expected, that as pupils progress through the school, they are increasingly involved with 'their' assessment, whether in response - individually or collectively - to teacher's use of assessment tools, peer marking/ review, self-editing and a growing awareness of own next steps, to aid progress.

To support pupils to be able to do this effectively, teachers do the following:

- model effective peer and self-assessment practices
- share specific success criteria
- allow pupils times to use the success criteria independently
- plan opportunities for pupils to work independently to make improvements

4. Assessment approaches

4.1 In-school formative assessment

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/carers to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve

Assessing Knowledge, skills and understanding

At St Bartholomew's, we have introduced the following 'formative' assessment tools, with a view to also helping knowledge 'stick': (See appx 1)

Flashcards - of key vocabulary, pictures, True/ False statements, key facts – used to engage 'active recall' and meta-cognition.

Possible formats can be categorized as:

- 'Memory', 'drilling' or 'identification' activities.

Quizzes

These need to take the form of 'Low stakes', short and focused assessments. Quizzes drive learner engagement by making them interact with the content.

Frequently used, these can help cement long-term learning, requiring pupils to bring previously acquired knowledge to mind; by retrieving information, they organise it and create cues and connections.

Exit tickets

A 3-5 minute task to be undertaken at the end of a teaching and learning session; the format being low stakes.

Mastery-oriented but keeping things manageable and markable, questions could be posed to individuals 'on exit' from the lesson, randoms individuals selected (lolly-pop stick) or table groups could be asked to respond.

The aim is to consolidate, embed and check understanding. 'Tickets' can be based on current/ recent learning or reference prior (but linked) learning.

4.2 In-school summative assessment

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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

The following summative assessment approaches have been introduced to provide useful information for improving future learning - identifying misconceptions early - and demonstrate individual (and subsequently, cohort) improvement over a long period of time.

Reading

[PIRA \(Progress in Reading Assessments\)](#)

Pupils from Year 2 - 6 complete termly standardized reading (comprehension) tests to assess and predict pupil progress. Assessments enable us to reliably benchmark performance and track progress against national averages in reading.

Maths

White Rose

- **End of unit assessments** (Years 1 – 5) - undertaken at teacher discretion or SLT/ MLT/ Subject Lead request, provide a shorter-term view of pupil understanding and enable teachers to establish any gaps in learning (individually and/ or across the class) following a focused period on a more specific aspect of mathematics.
- **Termly assessments** - (as a 'must') provide teachers with a broader picture of what children are retaining over time.

Writing

The writing approach we have adopted incorporates a specific editing and marking process, giving teacher's on-going feedback.

Moderation of children's independent pieces of work will be undertaken at least termly: in school - within and across phase teams; and externally - within schools' 'family' and wider networks.

Across subject areas, standardising and validation of assessment is done by subject leaders with SLT.

4.3 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/carers to understand how pupils are performing in comparison to pupils nationally

These assessments include:

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics screening check in year 1

Year 4 Multiplication Test

National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1/ Year 2 - applicable as of Feb 2023 - and KS2 (year 6)

5. Collecting and using data

At St Bartholomew's, we assess pupils' work so that we can: [a] plan and manage the learning experiences of the child; [b] measure pupil attainment and progress; [c] identify difficulties which are impeding learning; [d] identify the stage in the year group curriculum that the child has reached.

There are 3 specific 'data drops' over the course of an academic year - in line with the end of each term (Aut/ Spr/ Sum) - **see (3.1) above**.

Records of pupil attainment are kept on the 'Angela Kirk' data spreadsheet. Teachers enter this data relating to Reading, Writing and Maths. From this, subject Leads, MLT and SLT get information about attainment and progress of individual children, cohorts and specific groups.

Pupil attainment and progress in Foundation subjects - but including (as at Spring 2024) science and RE also - is recorded half-termly on subject tracking grids. With a view to workload, teachers are asked only to record outlying pupils, i.e. those exceeding 'expected-level lessons or those working below this consistent standard.

Formative and/ or summative data collected may inform a pupil's autumn and spring parent meetings.

A copy of the pupil's annual (summer term) report to parents is kept (on It's Learning) and can be accessed and referenced by outgoing and receiving teachers through each school year.

Copies of SEND Small Steps for Learning are written/ updated termly - prior to parent teacher consultations - and given to the SENCO at the end of the year. They are reviewed by the SENCO to ensure targets set by the class teacher are meaningful and measurable.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. At St Bartholomew's, we recognise that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

During assessments, including internal and external assessments, and coursework.

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas, including for homework set.

Teachers may begin to use AI to support generation of activities, questions, etc to support assessment practice.

7. Reporting to parents/carers

Assessment data is used, for the most part, to inform practice and provision as individual children and cohorts progress through school. Data may be presented and will be reported to parents/carers - for example, through annual reports, parents' evenings, and access to an online assessment system - to help support the picture of attainment and 'next steps' for their child/ren.

Our annual reports to parents/carers includes:

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

The pupil's attendance record, except where the pupil is in:

- The reception year - under 5

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

At the end of KS1 and KS2:

- Outcomes of statutory National Curriculum teacher assessments

- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether they met the 'expected standard' (KS2: required, KS1: if parents/carers request)
- A statement of teacher assessment outcomes

8. Inclusion

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

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. This may include classroom observations, conversations / communication with members of staff, outcomes from ELSA support / input, sports coach observations. We will have the same high expectations of all pupils and recognise 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, their small steps and take this into account alongside the nature of pupils' learning needs.

9. Training

The frequency and consistency of professional development is considered - and maintained budgetary-wise - as a high priority, with a view to enabling 'quality first' provision, teacher and support staff subject knowledge and continuous school improvement.

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

Our approach to assessment, and related practice, will be revisited through scheduling in weekly teacher meetings, INSET day foci and informed by subject leader monitoring and opportunities for external review, e.g. consultant moderation linked with specific schemes/ approaches, writing moderation with partner schools

The Headteacher and subject leaders will be responsible for ensuring staff have access to continuing professional development opportunities on assessment

School will stay abreast of good practice through effective school partnerships and professional organisation briefings.

10. Roles and responsibilities

10.1 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

Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

Ensuring 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

Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

Following the assessment procedures outlined in this policy

Being familiar with the standards for the subjects they teach

Keeping up to date with developments in assessment practice

11. Monitoring

All teaching staff are expected to read and follow this policy. The SLT are responsible for ensuring that the policy is followed. The Headteacher will monitor the effectiveness of assessment practices across the school - through, for example:- moderation, lesson observations, book scrutiny's and/or pupil progress meetings.

School has whole (teaching and education support) staff or key stage meetings, to moderate children's assessments against the National Curriculum (2014) expectations of each year group. This ensures a greater consistency of assessment between teachers and across subjects.

SLT and Middle Managers may also conduct scrutiny and moderation of teacher assessments, undertaking pupil interviews and looking at planning.

Pupil progress meetings between senior staff and class teachers are conducted termly.

Moderation takes place between schools within the local area – as part of our collaborative partnership or wider networking.

This policy will be reviewed by a member of SLT and the 'Curriculum and Standards' committee.

12. Links with other policies

This assessment policy is linked to:

Curriculum policy

Early Years Foundation Stage policy and procedures

