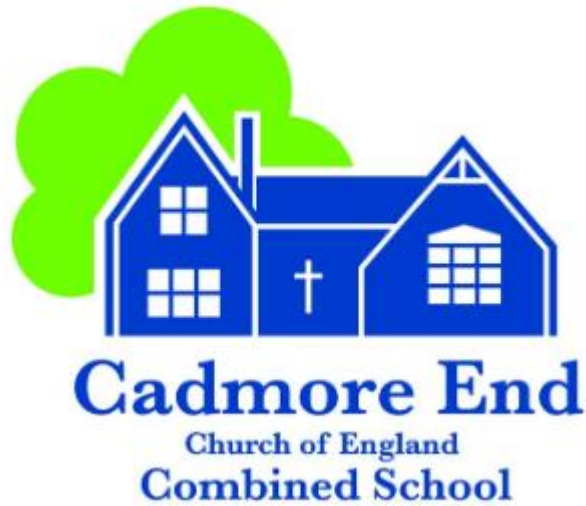


Assessment policy

Cadmore End School



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'FROM SMALL BEGINNINGS COME GREAT THINGS.' - MATTHEW 13: 31-32



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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
- 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 [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

In April 2014 The Department for Education set out principles designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

The principles are:

Give reliable information to parents about how their child, and their child's school, is performing

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a. Are closely linked to improving the quality of teaching.
- a. By keeping the schools Christian vision and ethos at the forefront of SLT, teachers and pupils minds.
- b. Ensure feedback to pupils contributes to improved learning and personal growth and is focused on specific and tangible objectives.

c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a. Are created in consultation with those delivering best practice locally.
- b. Use of EEF evidence
- c. Are created in consideration of, and are benchmarked against, international best practice including schools within the Diocese.

4. Assessment approaches

At Cadmore End C of E School and nursery, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum to ensure pupils grow and flourish.

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

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 honestly 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

Day-to-Day In-School Formative Assessment

Day-to-Day In-School Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Day-to-Day In-School Formative Assessment we:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

- record and report progress to parents via Parent Teacher Consultations and Report Cards; providing parents with a broad picture of where their children’s strengths and areas for development lie and what they need to do to improve

We use a wide range of Day-to-Day In-School Formative Assessments, including:

- Use of Evidence Me Software in EYFS
- Referring to National Curriculum objectives and exemplification documents
- Making use of rich question and answers
- Marking of pupils’ work (see Marking and Feedback policy)
- Observational assessments
- Mini-plenaries
- Moderation
- Discussions with children
- Pupil self-assessment
- Peer marking

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

In-School Summative Assessments will be used to monitor and support children’s performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-School Summative Assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of In-School Summative Assessments to evaluate both pupil learning at the end of an instructional unit or period (based on individual pupil outcomes) and the impact of their own teaching (based on whole class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-School Summative Assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of In-School Summative Assessments will be used, including:

- Twinkl assessments
- Baseline Assessment in Reception
- On entry assessments
- Half termly/termly review of EYFS targets
- End of unit independent writing task
- Maths Mastery end of unit and termly assessments
- Phonics assessments in line with our SSP
- Reviews for pupils with SEN and disabilities
- Half termly pupil progress meetings.
- Half termly monitoring of Flight Paths and EYFS data with Senior Leaders (including focusing on key groups such as Pupil Premium, AGT, Traveller children etc.)
- Autumn term and spring term reports outlining pupil's wellbeing, attitude to learning and progress and attainment.
- End of year annual reports outlining progress and attainment of children in relation to EYFS Profile and National Curriculum age related expectations.

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** 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
- Year 4 Multiplication check
- National Curriculum tests and teacher assessments at the end of KS2 (year 6)

5. Collecting and using data

In EYFS, data is collected via Evidence Me and a Floor Book. With parent's permission, parents can contribute to Evidence Me, being able to track their child's progress. Staff also use a developmental tracker

Staff in KS1 and 2 use 'Flight Paths', which record assessment outcomes for English and maths. The data is used to track children's attainment and progress in reading, writing and maths. Twinkl Jigsaw is used for those subjects that use Twinkl scheme of work.

Half termly progress meetings are held between the headteacher (SENCO) and class teacher to discuss the data and to inform strategic decisions.

6. Reporting to parents

Formal reporting takes the following forms:

- Consultation evenings during autumn and spring term where parents are offered a time for a personal discussion with the teacher and are informed of their child's personalised targets.
- Two written reports (spring and summer term) by the class teacher to the parent detailing the child's progress as well as reporting on set targets, achievements and other activities. The report sets general comments on; attitudes to learning, relationships, behaviour, key strengths and areas for development.
- At the end of the academic year, statutory assessments are reported within the summer term report to parents.
- A summary of school results is made available to governors, L.A. OFSTED and DFE according to statutory regulations.
- The school website contains the above information and serve to inform the wider public.

7. 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.

8. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on ensuring teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff training in the use of Flight Paths, Evidence Me and additional assessment tools will be given. Continuing Professional Development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Teachers in EYFS and Year 6 will receive additional training on moderation of writing.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

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

9.3 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

10. Monitoring

This policy will be reviewed annually by the SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The SLT are responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through:

- moderation,
- lesson observations,
- book scrutiny's
- pupil progress meetings.
- Learning walks
- Pupil voice

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and Feedback Policy
- Presentation Policy

Assessment and reporting schedule

SEPTEMBER	<ul style="list-style-type: none"> • 11 Plus • EYFS Baseline assessment
OCTOBER	<ul style="list-style-type: none"> • Phonics assessment (lowest 20%) • Parent Teacher Consultation • KS2 Twinkl end of half term reading assessment • Whole school writing moderation
NOVEMBER	
DECEMBER	<ul style="list-style-type: none"> • SEN Pupil Progress meetings • Phonics assessment (all) • KS2 Twinkl end of half term reading assessment • Whole school writing moderation • Maths Mastery end of term assessment
JANUARY	
FEBRUARY	<ul style="list-style-type: none"> • Phonics assessment (lowest 20%) • Parent Teacher Consultation (report card 1 issued)
MARCH	<ul style="list-style-type: none"> • SEN Pupil Progress meetings • Phonics assessment (all) • KS2 Twinkl end of half term reading assessment • Whole school writing moderation • Maths Mastery end of term assessment
APRIL	
MAY	<ul style="list-style-type: none"> • Multiplication Check • KS2 SATS • Phonics assessment (lowest 20%) • KS2 Twinkl end of half term reading assessment • Whole school writing moderation
JUNE	<ul style="list-style-type: none"> • Phonics Check • Year 2 Inhouse SATS • EYFS Profile
JULY	<ul style="list-style-type: none"> • SEN Pupil Progress meetings • Phonics assessment (all) • Report Card 2 issued • KS2 Twinkl end of half term reading assessment • Whole school writing moderation • Maths Mastery end of term assessment • Handover meetings
CONSTANTS	<ul style="list-style-type: none"> • Complete end of unit Maths Mastery assessments • Complete end of unit assessments for foundation subjects • Data review