
St. Mary's CE Academy

'Excellence through faith & learning'



Assessment Policy

*"I have come that they may have life,
and have it to the full."*

John 10:10

**Reviewed: Summer 2020
Approved by Governors: Summer 2020
Date of next review: Summer 2022**



Policy

Introduction:

At St Mary's Church of England Academy, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that Assessment is a means of measuring & evidencing that we fulfil these important obligations.

Principles:

This Assessment Policy is designed to support teaching & learning as well as enable secure & robust procedures are place to be able to impact positively on the attainment & progress for all groups of pupils. All assessments are conducted to ensure that they are purposeful in order to inform high quality teaching & learning for every child. We use a range of summative & formative assessments to support & enhance learning within our school & meet the statutory assessment requirements for relevant year groups. We have a strategic School Development Plan in place that uses our assessments to ensure the very best outcomes for all our pupils.

This Assessment Policy is designed to support the needs of all groups of children in our school in the very best interests of the child & no matter what a child's background. We use Rising Stars as a planning & assessment tool for Y1 to Y6 alongside our own Learning Ladders which allow children to self-evaluate as well as see their next steps. This breakdown of the National Curriculum into manageable learning steps enables teachers to plan & assess children's abilities & these are also shared with parents. The EYFS Profile is used to assess our youngest children in FS1&2.

Formative Assessment (AfL - Assessment for Learning & Teacher Assessment):

Formative Assessment is an integral part of all lessons & is used to directly impact on teaching & future planning. Both verbal feedback & learning dialogue through marking allows children to have a partnership in this process, enabling the best outcomes for all pupils. *See Appendix 1 for examples.*

Summative Assessment (Data gathering from formal tests, STAT, assessments & SEN Reviews):

Summative Assessments support children's learning by identifying gaps in understanding & tracking progress. All children are catered for & included by providing for individual needs, but also are challenged to fulfil their potential without putting a limit on the depth of understanding. National expectations & progress descriptors are used alongside Rising Stars to describe where the children fit within the national picture of assessing without levels. Teachers are required to submit data onto the Arbor tracking system three times each year which then generates various graphs & tables. These are then used by the teacher themselves to judge the progress of individuals & groups as well as pitch learning according to ability. This

information is also analysed by the Executive Headteacher / Assessment Leader to produce a detailed Pupil Progress & Attainment Report which covers all assessment information for each year & pupil group & gives areas of strength as well as areas upon which to improve.

Arrangements for the governance, Management & Evaluation of Assessment:

The Executive Headteacher (also the Assessment Leader) ensures that this policy is maintained & followed consistently within school. This is shared with teachers through CPD, focussed PDMs & Pupil Progress Meetings. The effectiveness of our formative assessment practices are monitored through a triangulation with lesson observations, work scrutinies & discussion with pupils & staff. Termly moderation exercises in school as well as regular opportunities via DSAT (Diocese of Sheffield Academies Trust) plus the local Triad Group help to ensure the accuracy of assessment judgements. Assessments are used to reshape lessons as they best meet the needs of learners.

We ensure that we meet all of the statutory assessment guidelines & start with the EYFS Baseline in FS2 (Reception) & end of year Early Years Foundation Stage Profile. The Tapestry Online Learning Journal Programme is also used by FS2 staff to record observations & assessment information.

In Y1, we complete the National Phonics Test & those who do not meet the expectation are re-tested in Y2. We also complete the statutory assessments at the end of KS1 & KS2. The effectiveness of our summative assessment to ensure that our judgements are accurate, are monitored through termly Pupil Progress Meetings, termly moderation meetings &, where applicable, end of unit assessments which are in line with the National Curriculum. Each child's progress & attainment is individually tracked using Arbor across Reading, Writing (including SPAG) & Maths from Y1 to Y6.

How Assessment is Collected & Used:

Formative Assessment (AfL - Assessment for Learning & Teacher Assessment):

Class teachers are responsible for maintaining assessment records on the children in their class. Every term a data snapshot is taken for every child & acts as a record of what Age or Stage the child is at that time. This data is used to produce the Pupil Progress & Attainment Report for the whole school & is also used at Pupil Progress Meetings to evaluate where children are in terms of their age related expectation as well as evaluate how much progress has been made since the last data snapshot &/or statutory snapshot.

This data is presented & shared by class teachers to the SLT as part of the termly Pupil Progress Meetings & the more in depth analysis is presented to all staff as part of a PDM beforehand. Data is also shared with governors via the Executive Headteacher's Report presented on a termly basis. Information is shared with parents at Parents' Evenings via the termly Pupil Report Booklet & Annual Report to Parents. These reports help to inform parents of a child's strengths & weaknesses & also identify targets for improvement.

Children receive feedback each day both verbally & written. Time to reflect is embedded into school practice & children are expected to respond. Assessment for

Learning (AfL) is used to help reshape lessons & learning using a wide variety of school developed techniques & resources. This can lead to children being asked to deepen their thinking so that learning is embedded. Common misconceptions are addressed in lessons so that children gain confidence in their learning. Teachers flexibly group children according to the outcomes of their prior learning so that no child underachieves.

SEND reviews are held on a termly basis & parents & carers are invited to share information about their child's progress & attainment.

Summative Assessment (Data gathering from formal tests, Rising Stars, teacher assessment & SEN Reviews):

At St Mary's, we use summative assessment to evaluate pupils' learning & progress as the end of a period of teaching. This allows teachers to modify plans & future teaching practice for different cohorts of children & ensure that they are meeting their needs. Teachers use independent extended Writing to evaluate pupils' learning at the end of a genre of Writing, end of unit tests in Mathematics, benchmarking & Reading Comprehension tests plus spelling & grammar tests for SPAG. The assessment tools can then be used to support judgements made for each child on their Step / Age & Stage. We also use long & short observations to assess children. Parents & carers are given termly updates on the achievement & progress of their child & compared with national Age Related Expectations (ARE). The use of commercially produced Rising Stars termly test materials are also used to assist teachers in their knowledge of national expectations & help to ensure greater accuracy of assessment.

Summative Assessment allows the SLT to monitor the quality of learning & teaching; it allows cohorts of children to be monitored on their learning journey throughout school & also enables resources to be targeted to the children who need it most.

SEND pupils have termly Assess, Plan, Do & Review meetings with parents, teachers & the SENCo to ensure that the needs of the child are being met & that plans are in place to ensure that children make as much progress as possible. Targeted support is then allocated according to the outcomes of all SEND reviews on a termly basis. Assessments can sometimes be adapted to meet the needs of the child, i.e. by taking longer to complete them.

Arrangements for Ensuring that Teachers Are Able to Conduct Assessments Competently & Confidently:

At St Mary's, we have a series of PDMs for teachers to ensure that assessment practices are consistent & staff feel fully confident in our processes. The link between the three components of teacher expertise: curriculum, pedagogy & assessment are part of the training package delivered throughout the course of the year. New teachers will also be inducted into assessment practices & how they link to the curriculum & pedagogy. Teaching Assistants also meet regularly with the teacher & Head of School to discuss how they can support learning & teaching in every classroom. A bespoke package of support has also been designed to ensure that all staff are confident in marking & giving feedback to children. Staff CPD also focuses on AfL in lessons, using effective questioning to probe understanding & using coaching techniques to model good assessment practices. Teachers are also encouraged to be flexible in their groupings according to the assessments made in

lessons. Regular CPD also takes place focussing on using the Arbor System & the school's own Learning Ladders allowing for a consistent approach across the school that all can follow. Additionally, regular updates are given on the changes to statutory testing arrangements & expectations as necessary. We regularly access moderation opportunities with other DSAT (Diocese of Sheffield Academies Trust) schools, plus the local Triad Group, which ensures that we stay abreast of good practice as well as share our own. These meetings allow teachers to validate their judgements with other professionals.

Appendix One:

A Guide to Assessment for Teaching Staff at St Mary's

At St Mary's, we expect all lessons to include elements of formative assessment including AfL. Over time, we have developed a wide variety of techniques & resources which allow children to better understand themselves as a learner as well as understand what they need to do next to progress further.

'Day to Day' Formative Assessments Used at St Mary's (not an exhaustive list):

- A flexible Groupings approach in all lessons so that children can work at a level determined by their understanding of that concept at the time
- Self & Peer Evaluation techniques, for examples: Learnometers, Learning Ladders, Text Features Keys, Marking sheets, self & peer evaluation sheets, traffic lights, thumbs up & pre & post-teaching, testing & tasks.
- Effective Questioning techniques with questions that are well planned & elicit an understanding of content & skills
- Marking & Feedback which is creative & varied over time & gives room for children to reflect as well as to enter into dialogue with the teacher.
- Teaching Assistants feed back observations, assessments & discussions to aid planning for subsequent lessons
- Children with SEND are given opportunities to access the learning through pre-teaching, personalised support in lessons, adapted resources & strategic interventions.

Summative Assessments Used at St Mary's (not an exhaustive list):

At St Mary's, we use summative assessments to gather our data snap shots. We gather data on an ongoing basis but have a final 'signing off' of data to collate it on a termly basis (December, March & May) in Reading, Writing (including SPAG) & Maths. We use a range of assessment tools & techniques to support us when we make out judgements. The following tables show when & how data snapshots are taken at St Mary's.

Summative Assessment	READING	WRITING	MATHS	PRIME AREAS	FOUNDATION
EYFS - FS2	Baseline	Baseline	Baseline	Baseline	Baseline
Term 1	Ongoing Observations (against Development Matters statements)	Ongoing Observations (against Development Matters statements)	Ongoing Observations (against Development Matters statements)	Ongoing Observations (against Development Matters statements)	Ongoing Observations (against Development Matters statements)

Term 2	Moderation Meetings with local schools	Moderation Meetings with local schools	Moderation Meetings with local schools	Moderation Meetings with local schools	Moderation Meetings with local schools
	Phonics Screening				
	Guided Reading Records				
Term 3	Ongoing observations (against Development Matters statements)	Ongoing observations (against Development Matters statements)	Ongoing observations (against Development Matters statements)	Ongoing observations (against Development Matters statements)	Ongoing observations (against Development Matters statements)
	Early Year Foundation Stage Profile	Early Year Foundation Stage Profile	Early Year Foundation Stage Profile	Early Year Foundation Stage Profile	Early Year Foundation Stage Profile
	Teacher Assessments Used in Conjunction with exemplification materials	Teacher Assessments Used in Conjunction with exemplification materials	Teacher Assessments Used in Conjunction with exemplification materials	Teacher Assessments Used in Conjunction with exemplification materials	Teacher Assessments Used in Conjunction with exemplification materials

Summative Assessment Year 1 & Year 2	READING	WRITING	SPAG	MATHS	FOUNDATION
Term 1	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress PM Bench Marking & Running records Arbor / Rising Stars records for Guided reading Groups Phonics Baseline Using Letters & Sounds Arbor / Rising Stars Sign off at end of term Pupil Progress Report to Parents	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM Arbor / Rising Stars Sign off at end of term Pupil Progress Report to Parents	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress Phonics Baseline Using Letters & Sounds Arbor / Rising Stars Sign off at end of term Pupil Progress Report to Parents	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress Arbor / Rising Stars Sign off at end of term Pupil Progress Report to Parents	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
Term 2	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum

Term 3

<p>PM Bench Marking & Running records</p> <p>Arbor / Rising Stars records for Guided reading Groups</p> <p>Phonics Baseline Using Letters & Sounds</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Pupil Progress Report to Parents</p>	<p>Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Pupil Progress Report to Parents</p>	<p>Phonics assessment as part of Letters & Sounds</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Pupil Progress Report to Parents</p>	<p>Arbor / Rising Stars Sign off at end of term</p> <p>Pupil Progress Report to Parents</p>	
<p>Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress</p> <p>PM Bench Marking & Running records</p> <p>Arbor / Rising Stars records for Guided reading Groups</p> <p>Phonics Baseline Using Letters & Sounds</p> <p>Y1 Phonics Screening</p> <p>Y2 SATs Reading Test</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Annual Report to Parents</p>	<p>Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress</p> <p>Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM</p> <p>Y2 SATs Writing Tasks</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Annual Report to Parents</p>	<p>Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress</p> <p>Phonics assessment as part of Letters & Sounds</p> <p>Y1 Phonics Screening</p> <p>Y2 SATs SPAG Test</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Annual Report to Parents</p>	<p>Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress</p> <p>Y2 SATs Maths Test</p> <p>Arbor / Rising Stars Sign off at end of term</p> <p>Annual Report to Parents</p>	<p>Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum</p> <p>Annual Report to Parents</p>

Summative Assessment Year 3 & Year 4	READING	WRITING	SPAG	MATHS	FOUNDATION
Term 1	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Groups	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	
Term 2	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Groups	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	
Term 3	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Groups	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Annual Report to Parents	Annual Report to Parents	Annual Report to Parents	Annual Report to Parents	

Summative Assessment Year 5 & Year 6	READING	WRITING	SPAG	MATHS	FOUNDATION
Term 1	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Groups	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	
Term 2	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Group	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	Pupil Progress Report to Parents	
Term 3	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Arbor / Rising Stars Grids & learning Ladders in books filled in to show ongoing attainment & progress	Ongoing assessment of outcomes using own records, marking & feedback & in line with the National Curriculum
	Arbor / Rising Stars records for Guided reading Groups	Use Arbor / Rising Stars to assess independent Writing & moderate samples in PDM			
	Y6 SATs Reading Test	Y6 TA Writing	Y6 SATs SPAG Test	Y6 SATs Maths Test	
	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	Arbor / Rising Stars Sign off at end of term	
	Annual Report to Parents	Annual Report to Parents	Annual Report to Parents	Annual Report to Parents	