

Christ Church CE School



Assessment Policy September 2017

Christ Church
CE Primary School
Regents Park
NW1 4BD

Mission Statement

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

Our School Aims

The Ethos of the School

The school aims to provide a positive, disciplined, purposeful environment, within a Christian context. We aim to teach children to be caring, to exhibit good behaviour and appropriate social skills and to begin to take responsibility for themselves and others.

The Values of the School

The School aims to value every child and to contribute to the Spiritual, Moral, Cultural, Mental and Physical well being of our whole school community. We value the diversity of our community and we aim to promote the health and safety of everyone.

The Standards of the School

The School aims to teach a balanced Curriculum and to ensure that each child fulfils his or her potential. We aim to provide teaching and learning of a high standard. We believe that this is achieved when pupils are highly motivated, enjoy coming to school, and are appropriately challenged.

Christ Church C of E Primary School
Assessment Policy

Date of policy: September 2017

Review date: September 2018

Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards (to be confirmed) and their own progress and learning journey. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, can describe pupil performance and progress.

We give our children and parents/ carers regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils and their parents/ carers to take action towards improving their performance.

Objectives

The objectives of assessment in our school are:

- to enable our children to celebrate success, through demonstrating what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child, group and class;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the head teacher, governors, the Local Authority and the London Diocese Board for Schools with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We use our school's curriculum plans and assessment to guide our teaching. In these plans, we set out the aims, objectives and values of our school (implicitly), and give details of what is to be taught to each year group. In our school curriculum plans, we also identify opportunities for challenge and assessment within each broad unit of work.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged.

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Target Setting

We set targets in mathematics and writing for all our children, three times during each academic year. These targets are recorded in children's books and all children are aware of them. There are weekly, specific target lessons to increase opportunities for children to meet their targets. We discuss individual targets where necessary, and communicate these to parents and carers when appropriate. In reading, we set targets following reading age tests and these are shared with parents and carers. We review the progress of each child at the end of each term, and set revised targets and the end of each academic year.

We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to also involve their parents and carers in this process. Children with Special Educational Needs have Individual Education Plan targets (see Special Educational Needs Policy.)

We conduct termly Pupil Progress Reviews (PPRS) with SLT and class teachers. These are used to analyse data and determine individual, group and whole class provision.

Recording

All summative assessment is kept in class record books, assessment files and Pupil Progress Tracker (an electronic tool), which are monitored regularly by SLT.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school.

Each term, we offer parents and carers many opportunities to meet their child's teacher. See assessment guidelines (appendix 1.)

Feedback to pupils

We know from research that feedback to pupils is the most important tool in enabling children to make good or better progress, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it. See Marking policy.

Inclusion and assessment for learning

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, through asking ourselves questions about the performance of these individuals and groups of pupils and through analysing the impact of interventions. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. See Inclusion policy.

Self and Peer Assessment

We teach our children how to self-assess and this is an integral part of the learning process. This may take a variety of forms including conferences with the teacher, highlighting success criteria and using a smiley face system. Children are also taught and given the opportunity to provide constructive feedback to peers.

Moderation of standard

All staff study examples of children's work. At present, we are teaching from the 2014 National Curriculum and using the latest level descriptors, issued by the government, to make professional judgements about the levels of the children's work. During termly moderation meetings, all teachers discuss these levels, so that they have a common understanding of the expectations in each subject. We have also worked with other schools to moderate children's work and we shall continue this best practice. By doing this, we ensure that we make consistent judgements about standards in the school. We are regularly moderated by the Local Authority and the LDBS for quality assurance.

Monitoring and review

The SLT is responsible for monitoring the implementation of this policy. This policy will be reviewed every year (and may be subject to earlier review given new government advice.)

Signed:

Date:

Appendix 1. Assessment guidelines

Assessment week guidelines

2017-2018

Principles:

The purpose of assessment is to gain an accurate level/measure of a child's progress and achievement so that we can plan the appropriate "next steps" in their learning journey. The most effective assessment systems **combine both formative and summative assessment** to give the whole picture of children's progress and attainment. Whilst the termly assessment will be summative, ongoing, formative assessment will assist with a balanced picture of a child's attainment, strengths and weaknesses. The termly assessment should be as straightforward as possible and as consistent across the whole school as possible. The outcome is to have **reliable and robust data** which informs intervention needs. **Assessment will be moderated** to ensure continuity.

Background:

Many systems that have been used previously (e.g. ticklist or highlighting of key objectives and optional SATs) are useful for coverage and end of year assessment. However, key objectives don't link to levels and waiting until the end of the year to assess a child's attainment and learning can mean lost opportunity to investigate/intervene. Termly assessment allows us to monitor a child's progress as well as attainment, giving us a more precise picture of the child's needs. What is important is for us to obtain enough data throughout the course of a year to identify any trends, patterns or causes for concern. Interventions can then be best judged and placed. By doing this on a termly basis, it avoids any shocks/surprises at the end of the year; e.g. when a child seeming to be "doing well" in class, seems not to have made any progress on paper. Tracking individuals will also assist you in deciding when and how to get parents/carers involved.

Termly assessments should be informed by a range of sources...

Assessment tools

Formative

APP (Assessing Pupils' Progress)

- At present, we shall continue to use APP.
- All classes in KS1 and KS2 have an APP file. These contain sections for reading, writing and maths.
- As APP is not in line with the 2014 National Curriculum, we are using it as part of a 'best fit' and professional judgement approach.
- The use of APP also allows teachers to more easily identify next steps and gaps in knowledge/understanding/coverage.

Marking and Pupil Response

- See Marking and Teaching and learning policies.
- Peer and self-assessment.
- Teacher conferencing.

Lesson plan evaluations

Moderation and work sampling

Target setting and reviewing

Timetable of Summative Assessment

	Early Years	KS1	KS2
Autumn	On entry assessment (6 weeks)	Phonics screening practise (year 1) PM Benchmarking APP Original version of Rising Stars Reading ages (year 2)- reported to parents/ carers	Optional SATs PM Benchmarking APP Reading ages - reported to parents/ carers New version of Rising Stars (year 3) Practise SATs (year 6)
Spring	Development Matters age ranges	Phonics screening practise (years 1 and 2) PM Benchmarking APP Original version of Rising Stars Practise SATs (year 2) Summary reports to parents/ carers	PM Benchmarking APP New version of Rising Stars (year 3) Optional SATs Summary reports to parents/carers Practise SATs (year 6)
Summer	Development Matters age ranges (N) EYFS Profile (R) Report to parents/ carers	Phonics screening test PM Benchmarking APP Original version of Rising Stars Reading ages - reported to parents/ carers SATs (year 2) Reports to parents/ carers	PM Benchmarking APP New version of Rising Stars (year 3) Optional SATs Reports to parents/carers SATs (year 6)

*We use this information to regularly update parents and carers about their child's progress throughout the year.

Data Analysis

Class teachers and SLT work together closely, during termly Pupil Progress Reviews, to analyse class, group and individual data. This is used to plan and inform interventions and target setting. The impact of all interventions and targets are evaluated termly. See Data policy.

All data is presented termly to the Data and Curriculum governor's committee and to the full governing body.