

**Christ Church CE School
Assessment Policy
Summer 2016**



Christ Church
CE Primary School
Regents Park
NW1 4BD

Christ Church C of E Primary School
Assessment Policy

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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 - Every Child Matters

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: Summer 2016

Review date: Summer 2017

The Principles, Aims and Purpose of Assessment

This policy enables us to ensure we have an effective approach to assessment which is consistently applied to provide us with relevant, accurate and timely information about pupils' learning. It provides teachers and school leaders with robust assessment procedures which result in secure assessment outcomes that effectively support teaching and learning to have a positive impact on the attainment and progress of all groups of pupils.

This policy has been developed in consultation with Camden Schools Led Partnership colleagues, enabling a consistent and collaborative approach within and across schools. It includes a range of formative and summative assessments that effectively inform teaching and learning as well as meeting the statutory requirements for assessment.

This policy takes account of the **Report of the Commission on Assessment without Levels**, *Department for Education, Standards and Testing Agency, September 2015*.

Principles

Our assessment policy and procedures are underpinned by the knowledge that every pupil can improve and develop their learning. To be fit for purpose, assessment needs to be an integral part of teaching, and enable teachers and pupils to reflect on learning in a meaningful way which shapes the future learning of both parties.

Our assessment approach is underpinned by the principles that:

- Assessment should make the pupil's learning visible to both the teacher and the pupil in order to clarify what they have learned and how they learn.
- Pupils' skills and capacity for self-assessment will be developed, establishing a growing understanding of assessment criteria that define effective learning and the ability to evaluate their own learning against these.
- Effective assessment will engage and motivate pupils to take control of their learning, applying resilience and effort to overcome learning challenges by emphasising progress and achievement rather than failure.
- Follow up action will be taken in the light of assessment, focusing on strategies that address gaps in learning and enable progression where learning is already secure.

- Assessment will be clear and consistent, providing reliable information for teachers, pupils and parents/carers.
- It will provide meaningful information which enables school leaders and teachers to track the achievement of pupils and identify pupils at risk of underachievement.
- There is integrity in the purpose of assessments carried out; valid summative assessment is most useful when it is used to support teaching and learning rather than accountability only.
- There is clarity about the frequency and nature of summative assessment so that outcomes are purposeful, reliable and relevant.
- Formative and summative assessment is tailored to the school's own curriculum, circumstances and the needs of the pupils, parents and staff.
- Assessment is underpinned by inclusive and equitable approaches embedded in high expectations of all pupils so as not to disadvantage any group or individual. Assessment outcomes will be reported regularly to parents/carers in a format and manner that tells them about their child's attainment, progress and their learning needs.
- There will be an appropriate balance of formative, summative and diagnostic assessment which is well matched to its intended outcome and purpose.
- Assessment work should provide reliable and valid information about pupils' achievement in a manageable way that avoids overloading staff or pupils.
- It is imperative for assessment data to be secure so that it accurately informs teaching, learning, evaluation of provision and standards, school improvement processes and external accountability. Achieving these outcomes successfully relies on those carrying out assessment having the skills, expertise, framework and support to do so with expertise and accuracy.
- The school will work in partnership with other schools and consultants to ensure in-schools assessment benchmarks and assessment judgements are consistent with those of other schools and national expectations.

Aims

Christ Church are committed to ensuring that the function of assessment and moderation, and the associated professional development opportunities teachers engage in, will focus on serving the needs of pupils and teachers to ensure:

- Teachers continuously evaluate the impact of their practice on pupils' learning, confidently using assessment to inform their teaching so that it is responsive to the emerging needs of pupils.
- Assessment is integral to day-to-day teaching and enables pupils to respond effectively to feedback; pupils know how they are doing, what they need to do to improve and how to get there.
- Consistent criteria for assessment are used to enable a shared understanding and a common language of assessment which results in an agreed approach to making judgements within subjects, within and across year groups; this aids transition across phases and between schools.

- Teachers are given regular opportunities to engage in school based and cross school moderation activities.
- Professional development, sharing of expertise and resource development benefit from a common approach and understanding and are informed by best practice. SLT and teachers take full advantage of LA assessment INSETs.
- Pupils are actively engaged in assessment processes, including peer and self-assessment and understand how assessment outcomes help them to make progress and take responsibility for their own learning.
- Assessment contributes effectively to the early and accurate identification of pupils with special educational needs and any subsequent support and intervention.
- Assessment is informed by pupils' parents/carers and previous providers as appropriate.
- Parents/carers are clear about how the school assesses their children and are well supported to interpret assessment outcomes in a meaningful way to help them support their children's learning.
- Assessment data is reliable.
- The school's data management system is effective and efficient, providing information and analysis of assessment data to raise standards for all pupils.
- The school's data management processes and system endeavours to not place unreasonable demands on teachers, taking up unnecessary time that could be better spent focusing on developing pupils' learning. Where assessment has become more time consuming due to legislation, SLT will ensure additional time is provided.

Purpose

For assessment to be effective, it needs to have a clear purpose. It provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. This informs immediate and long term planning and ensures provision and resources are effectively used to secure the progress of every learner.

How is assessment information collected and used?

Formative Assessment (Assessment for Learning)

This is the day to day assessment for learning that is carried out by teachers and pupils during the learning process. It encourages teachers and pupils to reflect on learning outcomes elicited through assessment, to respond to any misconceptions or gaps in learning and to reshape and develop lessons in light of this. It is an integral part of teaching and learning. Its function is to strengthen and extend the learning of pupils and teachers.

Teachers use formative assessment to evaluate and understand pupils' learning on a continuous basis. The outcomes and evidence from formative assessment is used to adapt teaching to meet the pupils' emerging needs during lessons, over a succession of

lessons and across year groups. This detailed knowledge of their pupils' achievements enables teachers to be clear about when their pupils need additional input or support, when they have secure learning, and when they are ready to move on to more challenging work. Formative assessment enables teachers to reflect on and evaluate the impact of their own teaching and to plan future lessons in light of this.

Teachers will use a variety of strategies to assess pupils within and across lessons (e.g. probing questioning, children's work, talk partners, whiteboards, quizzes, end of unit assessments, getting pupils to demonstrate and explain their thinking, pupil interviews, observations, lesson study etc.). Teachers will provide verbal and written feedback to pupils. There is an expectation that pupils will reflect on and respond to the feedback they are given and regular time will be built into lessons to enable this to happen effectively (see marking policy)

Pupils will have daily opportunities to evaluate their knowledge, skills and understanding relative to the learning objectives and success criteria of their lessons. This supports them to gain a clear understanding of where they are secure, it helps them to recognise the next steps they need to take to develop their learning and enables them to know how best to take these steps effectively. Pupils will be actively engaged in this process through:

- self-assessment - enabling them to take accountability for, and ownership of their own learning
- peer assessment - encouraging them to be a learning support and resource for each other.

Teachers use assessment outcomes to inform grouping of pupils according to their prior learning. They ensure that all groups are organised with the flexibility to respond to emerging needs and to ensure that all pupils are stretched and challenged. This daily practice of formative assessment at Christ Church is succinctly captured in the marking policy.

Summative Assessment

Christ Church use summative assessment to sum up what a pupil has achieved at a particular point in time. This could be the end of a unit of work, the end of term, or the end of the academic year. The purpose of summative assessment is to evaluate the pupils' learning by comparing it against an expected outcome or standard. Summative assessments are used to evaluate pupils' learning, acquisition of skills and academic achievement at a defined moment in time.

Summative assessment enables teachers to evaluate their pupils' learning at the end of a topic, unit or programme of work. This is based on pupil outcomes relative to school and national age related expectations. Teachers use this information to modify their planning to ensure they are meeting the needs of all their pupils. Summative assessment also enables teachers to evaluate the impact of their own teaching and the

curriculum on their pupils' learning. This also provides information for teachers and leaders in terms of gaps in learning, curriculum modifications, resource implications and training needs.

Summative assessment provides pupils with information about how well they have learned and understood a topic, unit or programme of work taught over a period of time. It is used to identify gaps in knowledge and understanding and provide feedback on what pupils should do next to continue to improve.

In this school we use a range of summative assessments to assess Reading, Writing, Spelling, Punctuation and Grammar (SPAG) and Mathematics.

Writing is assessed against the expected standard at the end of each year group. We assess pupils' writing against the Camden Writing Framework and National Curriculum for English. Teachers use independent writing from a range of the pupil's work and across subjects and topics. Children's independent writing includes their independent redrafting and editing of their work.

Reading - teachers assess reading using PIRA tests, Reading age tests 3 x per year, PM benchmarking, guided reading, individual reading and comprehensions questions related to a text of appropriate difficulty for the year group.

SPAG - as well as being assessed through application in writing, this will be assessed through spelling and grammar tests. Spelling dictation tests aligned to year group spelling lists will also be used.

Mathematics - Maths is assessed termly using PUMA tests and by making comparisons between work completed in class against Age Related Expectations.

In the Early Years Foundation Stage (EYFS), early years practitioners review each pupil's progress using the Development Matters areas for learning. At the end of the EYFS each pupil is assessed using the Early Years Foundation Stage Profile.

Formative and summative assessments will be used to support judgements made for each pupil. This will enable us to determine the pupil's attainment against expected standards, stages or age related expectations. Progress will be monitored for each pupil against these expectations. At Christ Church we recognise that summative assessment cannot solely capture children's progress as it only captures what has been done on a specific day in test conditions. We recognise that not all pupils respond well to tests/

Whilst termly assessment outcomes may indicate the extent to which pupils are on track to meet the expected standard, measuring pupils' progress over a short period is unlikely to be reliable as they will not have covered the required content to make judgements which state they have met the standard for a particular year.

For pupils who are not yet accessing the relevant national curriculum stage, we use Interim Pre Key Stage standards, and where appropriate, P Levels.

SEND pupils will have termly IEP and Structured Conversation meetings to ensure their needs are being met in order to secure as much progress as possible. These will be informed by formative and summative assessment, including the use of diagnostic and screening assessments. Assessment will be adapted according to the needs of the pupil. These meetings will be attended by teachers and parents/carers (and relevant agencies/SENDCo where appropriate). Targeted support will be planned in light of assessment outcomes and in line with the school SEND offer.

Parents/Carers

Formative assessment provides parents/carers with information about their child's learning. It enables an informed discussion to take place between parents/carers and teachers highlighting strengths, what pupils need to do to improve and how they can best be supported at home. This information is essential in reinforcing positive home-school partnerships which keeps parent/carers informed of their child's progress and supports learning development.

Summative assessment outcomes are reported to parents to inform them about the achievement, progress and wider outcomes of their children. This is done termly and annually in parent consultation meetings and through written school reports. For children with SEN and disabilities, this may be more frequent.

School leaders

Members of the Senior Leadership Team ensure teachers are well supported to carry out effective formative assessment in classrooms every day to enable children to make secure progress. They need to be confident that formative assessment is effective in every classroom, as the outcomes of it form the basis of teaching and learning across the school. The Senior Leadership Team provide the training, support, time and resources to enable teachers to proactively develop and refine their assessment skills, establishing a culture of inquiry and evidence based reflection and practice to ensure pupils' learning progresses.

Summative assessment enables school leaders to monitor the performance of pupils (individuals and groups), including EAL, SEND, White British, Summer born, Boys, Girls and Pupil premium pupils. This supports the identification of gaps where interventions may be required and helps to ensure all pupils are challenged appropriately to make the best possible progress. Whilst it is not the DfE or Ofsted's role to determine in-school summative assessment practices, leaders may wish to use the outcomes for school evaluation and accountability purposes. Summative assessment is used to hold the school to account (by the Government, Ofsted, parents/carers, and local authority), comparing pupils' performance to national expectations and other schools locally. The Senior Leadership Team and governors use this information to analyse and make decisions about future actions to improve standards, learning and teaching in the school.

The outcomes of formative and summative assessment are used to inform:

- Transitions between phases in school, for example from Early Years into Key Stage 1
- Other schools in which a pupil will receive the next stage of his/her education
- External support agencies who are about to work with individual pupils (PLSS, Language and Communication, Educational Psychologist)

Assessment outcomes are used to inform termly pupil progress review meetings where the attainment and progress of each pupil/groups of pupils are discussed in terms of national expectations, age related expectations and progress relative to starting points. Those at risk of underachievement are identified and a course of action is agreed and implemented.

Attainment and progress of Key Stages, cohorts and groups are shared with the governing body through the headteacher's report and standards reports to the Data and Curriculum committee. RAISE and Inspection Dashboard Reports and our Camden Professional Partner Reports are also shared. Governors are also invited to observe assessment in action through class visits and Governor Days and accompany SLT/ CPP on Learning walks and observations.

Moderation

Moderation within and across schools is vital to ensure teachers have a shared understanding and language of expected standards at each year group. Providing regular opportunities for teachers to work together to compare their expectations and understanding of expected standards in order to develop consistency of assessment judgements within and across schools. At Christ Church we do this through taking part in:

- Year group moderation
- Whole school/Cross Phase Moderation
- Cluster Moderation
- Camden Wide Moderation
- Moderation against national exemplification

Support and Training

Christ Church recognise the importance of providing quality professional development and support to ensure teachers have a good understanding of assessment and have regular opportunities to update their assessment practice. Through the schools monitoring and performance management processes, development needs will be identified with training and support being provided in light of these.

Teachers are supported to develop and improve their assessment practice in the following ways:

- Keeping abreast of national assessment changes and expectations and communicating these in an enabling and manageable way
- Access to high quality training and development in school and externally (LA/LDBS)
- In school support from expert teachers who demonstrate excellent assessment pedagogy and practice
- Participation in cluster moderation meetings to develop a shared and consistent understanding of expected standards and a common language of assessment
- Through lesson study, carry out action research into assessment approaches and impact, using outcomes to further develop effective practice
- Through our involvement in the Camden Schools Led Partnership, access expertise and resources with Camden schools, the Learning and Improvement Services and partners:
 - assessment resources for reading, writing and mathematics
 - standardisation Files for Reading, Writing, Maths and Science
 - cross school moderation meetings
 - specialist support
 - ideas, resources and opportunities for collegiate working through the Sharing Best Practice website

Monitoring of the implementation of this policy

The implementation and effectiveness of this policy will be monitored through:

- Regular monitoring of classroom practice to ensure all pupils' needs are taken into account and they do work that consolidates, deepens and extends their learning
- Work scrutiny to determine impact of assessment, feedback and teacher comments on pupil progress
- Pupil progress review meetings where the contribution of teachers should demonstrate their knowledge and understanding of their pupils' attainment, progress and emerging needs
- Teacher-Pupil conferences to ascertain whether pupils are clear about how to be an effective learner, their strengths, what they need to do next and how to use the learning environment to support them in making progress.
- Data analysis for leaders, governors and teachers to monitor the progress of groups of pupils to ensure that none fall behind and underachieve
- Target setting to ensure all pupils are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
- Monitoring the provision made for those requiring additional support and the impact of this provision

- Performance Management to evaluate the impact of professional development and identify training priorities

The outcomes of monitoring teachers' assessment of pupils' learning, including formative and summative assessment, will be used by school leaders to evaluate the effectiveness of provision, identify improvement priorities and target resources to ensure all pupils make effective progress.

Review of this Policy

The Senior Leadership Team and Data and Curriculum committee will review this policy yearly. The review of this policy will include a school wide approach and it will take account of effective assessment within and beyond our school. The policy review will be informed by national or local changes to assessment. If changes require it, the policy will be reviewed sooner than the date indicated below.

Date	Summer 2016
Review Date	Summer 2017

APPENDIX 1

Assessment Procedures

When and Who?	What is being assessed?	How outcomes are used?
<p>Ongoing day to day formative assessment taking place in all year groups.</p> <ul style="list-style-type: none"> • Effective questioning and answers during lessons • Marking of pupils' work and providing useful feedback • Checking for misconceptions and gaps • Short quizzes for recapping and 	<p>Assessing learning in progress during lessons across subjects, units of work, areas of development and topics.</p> <p>Taking account of where pupils are going in their learning, assessing where they are now, and the gap between the two.</p> <p>Assessing pupils' learning while it is happening relative to required learning outcomes and curriculum requirements.</p> <p>Assessing how pupils are learning, what processes they are using, how they</p>	<p>To provide starting points for teacher instruction to ensure learning gaps are addressed.</p> <p>To inform in-process teaching and learning modifications.</p> <p>To identify learning requirements that have not yet been achieved so that lessons can be adjusted to address this.</p> <p>To help pupils to identify their strengths and areas that require further work through explicit feedback, guidance and support.</p> <p>To inform planning, classroom environment and resource provision.</p> <p>To identify concepts that children</p>

<p>checking knowledge and understanding</p> <ul style="list-style-type: none"> • Observational assessment • Evaluating pupils' work for attainment and progress • Assessing learning behaviours, skills and attitudes to learning 	<p>deal with challenges, what resources they independently utilise.</p> <p>Identifying any particular areas of difficulty in common for classes/groups, e.g. decimals in mathematics, inference in reading.</p> <p>Monitoring all aspects of progress including communication, social skills, physical development and independence.</p>	<p>are struggling to understand, gaps in knowledge, particular areas that will need revisiting.</p> <p>To provide an immediate response to learning gaps and consolidation to ensure secure learning has taken place.</p> <p>To provide social, emotional and behavioural support which enable effective learning and welfare.</p> <p>To enable teachers to seek and use feedback from their teaching and its impact on learning to make modifications to planning and teaching.</p>
<p>Ongoing self and peer assessment</p>	<p>Enabling pupils to reflect on their own work and judge how well they have performed relative to the assessment criteria.</p> <p>Providing pupils with opportunities to assess the work of peers set against assessment criteria.</p>	<p>To enable pupils to consider their own performance and to understand more fully what is required so that they can reflect on the things they need to do to improve.</p> <p>To develop pupils' understanding of their learning objectives, success criteria and what constitutes a good piece of work, promoting greater engagement and independence.</p> <p>To build pupils' capacity to take ownership of their learning and responsibility for improving it.</p> <p>To provide pupils with more opportunities to look at the work of others and see the different approaches they could take in order to achieve success.</p> <p>To support pupil in developing deeper and more secure learning.</p> <p>To develop pupils self-awareness,</p>

		<p>assessment skills and critiquing skills.</p> <p>To motivate pupils to move forward in their learning.</p> <p>To enable teachers to interpret pupils' insights into their own learning and gain a better understanding of them as learners.</p>
<p>Diagnostic Assessment</p> <p>Reviews for pupils with SEN and disabilities.</p> <p>Specific in-depth assessments carried out to analyse gaps in learning and understanding for individuals or groups.</p> <p>External assessments - EP, OT, PLSS, SALT etc</p>	<p>Clear and detailed analysis of a pupil's knowledge, understanding, skills, attitudes and behaviours relative to specific areas of learning and development.</p> <p>This may include the input of teachers, support staff, parents/carers, external agencies and the pupils themselves.</p> <p>A pupil or group of pupils' specific difficulties in any one particular area of learning, e.g. reading, spelling, number skills.</p> <p>Assessing aspects of progress in communication, social skills, physical development and independence.</p> <p>Assessing pupils whose attainment falls well below the requirements of any particular key</p>	<p>To establish a learning programme that focuses on the specific learning needs of the pupil, integrating targeted steps to an overall outcome that ensures progress is achieved.</p> <p>To determine the resources and provision that needs to be put in place to support the pupil to achieve the planned outcomes.</p> <p>To identify specific gaps in learning, understanding or development that need to be addressed.</p> <p>To monitor and track the attainment, progress and needs of individuals or groups of pupils with similar needs.</p> <p>To identify and plan for the needs of pupils whose overall achievements fall significantly below age related expectations.</p> <p>To set specific targets to enable pupils with specific needs and design interventions with explicit criteria.</p> <p>To ensure interventions are well planned to address specific identified needs through additional/different support or intervention in order to help them to learn more effectively.</p>

	stage - i.e. where p-scales apply.	
Half-termly or termly summative assessment in all year groups.	<p>End of topic and unit assessment tests (e.g. in reading, writing, maths and science)</p> <p>Early Years Foundation Stage assessment against the Development Matters Milestones.</p> <p>Reception Baseline Assessment</p>	<p>To inform termly decision making as to whether pupils are on track to meet expected standards, to achieve greater depth or making sufficient progress if working below or towards the expected standard.</p> <p>To monitor the progress of pupils relative to their targets.</p> <p>To contribute to decision making regarding pupils' end of year attainment and progress relative to nationally expected standards.</p> <p>To provide baseline or prior attainment assessment information against which progress can be evaluated.</p> <p>To identify pupils at risk of underachievement and plan provision in response to this.</p> <p>To monitor the impact of interventions and support programmes.</p> <p>To identify any specific areas of concern relative to cohorts, groups or subjects.</p>
Pupil Progress Review Meetings		
Moderation Meetings	<p>Half-termly in school moderation within year groups and phases.</p> <p>Cluster moderation meeting involving a group of schools.</p> <p>Local authority moderation meetings involving a larger group</p>	<p>Providing collaborative opportunities for teachers to establish a shared understanding of what achievement of the expected standard looks like and where or not pupils have demonstrated achievement of it, are working below it or have achieved greater depth within it.</p> <p>Teachers compare judgments to either confirm or adjust them.</p> <p>Teachers make judgments that are</p>

	of teachers from the same year group.	<p>consistent and comparable.</p> <p>There is a consistent understanding of assessment of pupils relative to the national standards and a common language supports assessment processes and sharing of assessment information.</p>
<p>Statutory Assessment</p> <p>Reception</p> <p>Year 1</p> <p>Year 2</p> <p>Year 6</p>	<p>EYFS Profile</p> <p>Phonics Test</p> <p>End of Key Stage 1 national assessment in English, Maths</p> <p>End of Key Stage 2 national assessment in English, Maths</p>	<p>To contribute to teachers planning for pupils to ensure learning progress.</p> <p>To contribute to the overall assessment outcomes of individual pupils, groups and cohorts in order to plan teaching, learning and provision.</p> <p>To provide information on pupil achievement and learning needs for parents/carers, external agencies and receiving schools where pupils are transferring to another school.</p> <p>To provide information for the school to benchmark itself against other schools to support school self-evaluation and identification of improvement priorities.</p> <p>To help identify training and development needs.</p> <p>To support planning of staff deployment and use of resources.</p> <p>To provide information to hold the school to account for standards of pupils attainment and progress (accountable to governors, parents/carers and Ofsted)</p>

