Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”*

***Colossians 3:23***

**Assessment Policy**

**Rationale**

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

**Principles**

Using the principles and processes of assessment, we aim to:

* monitor progress and support learning
* recognise the achievements of pupils
* guide future planning, teaching and curriculum development
* inform parents and the wider community of pupil achievement
* provide information to ensure continuity when the pupil changes school or year group
* comply with statutory requirements

**Types of Assessment:**

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher’s own record books, children’s own books and using school tracking.

**Summative:** These occur at defined periods of the academic year such as, pre-determined SATs tests, Optional Tests or at the end of a unit of work. Summative tests help teachers in making end of key stage “best fit” assessments and are also of use in determining the overall subject level for pupil reports.

**Diagnostic:** All assessments can provide diagnostic evidence. However, certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school’s SENCO.

**Assessment in the Foundation Stage**

As children enter school in September, our practitioners will carry out the Reception Baseline Assessment (RBA); this is a short, task-based assessment of each child’s early literacy, communication, language and mathematics skills. It is statutory for all schools from September 2021.

The assessment can take place at any point in the first six weeks of each child starting reception. The assessment will form the start of a new measure of how schools are helping pupils to progress between reception and Year 6.

As educators, we need to know the children that we work with well enough to know that we are doing the right things to support and develop their learning. So we need to know what excites them, how they respond to different scenarios, what triggers their enthusiasm and motivates them. Equally, we need to know their level of development and how they are skilled and equipped with the important aspects of the curriculum that they will need in order to be successful. So our ‘information gathering’ (assessment) is carefully considered to provide our own – very detailed – picture of the children we work with.

We use Tapestry, a secure on-line observation tool to regularly gather evidence of children’s achievements and adult’s observations. This is used to support the assessment process.

Parents and carers will be kept up to date with their child’s progress and development, and we will address any learning and development needs in partnership with parents and carers, and any relevant professionals.

Assessment will also inform an ongoing dialogue between our reception and year one teachers to support a successful transition to key stage one.

Each child’s level of development will be assessed against the early learning goals. This forms the EYFS Profile and we will indicate if each child has met the expected levels of development or if they are emerging in these areas (not yet met the expected levels).

We will share the EYFS Profile with the parents and carers, year one teacher and the local authority.

**Records and Record Keeping**

Teachers use records to review pupil’s progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

* Teacher’s plans
* Children’s work
* Teacher’s notes e.g. Significant outcomes
* Teacher’s mark books
* School’s tracking
* Reception Baseline Assessment (RBA)
* End of year Pupil Summary Reports

In order to summarise all evidence of achievement, we keep a record of each child’s attainment in reading, writing, SPaG and maths. This is completed by the teacher termly and at the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of their education.

**Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

* With colleagues in school
* With colleagues from other schools within the Bollington Family of Schools
* By attending LA sessions to ensure our judgements are in line with other schools
* By using the NFER tests and SATs exemplification materials
* School portfolios of moderated work will be kept by curriculum leaders

**Reporting**

Reports promote and provide:

* Good home /school relationships
* Information for parents
* An opportunity for discussion with parents
* In some cases, information with outside agencies
* Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child’s progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and maths are also set. For children at the end of Key Stages 1 and 2, additional information including details of the SATs testing will also be provided. Parents are invited to attend formal interviews with the teacher during the autumn and summer

terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

**Target Setting and Reviewing Progress**

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual School Development Plan.

**The Role of the School Assessment Lead**

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The Lead’s responsibilities include:

* contribute to the SDP and SEF
* leading school development in assessment, recording and reporting procedures
* liaison with subject leads within the school
* liaison with other assessment leads within the Bollington Family of Schools
* attend and lead INSET where appropriate
* keeping Governors informed

**Monitoring and Evaluation**

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

**Assessment Framework**

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| --- | --- | --- | --- | --- | --- | --- |
| Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Reception  Baseline  Assessment  (RBA) | Tracking  Phonics Screening  NFER Termly Testing | Tracking  KS1 SATS  NFER Termly Testing | Tracking  NFER Termly Testing | Tracking  Multiplication  check  NFER Termly Testing | Tracking  NFER Termly Testing | Tracking  KS2 SATS NFER Termly Testing |
| Diagnostic Reading Program (SEN provision)  Diagnostic Spelling Test (SEN provision)  Intervention screening program  On-going Teacher Assessments  If a pupil is absent for one of the above assessments, every effort should be made to administer it at the earliest opportunity. Statutory assessments are administered according to published guidelines. | | | | | | |

Date: June 2023