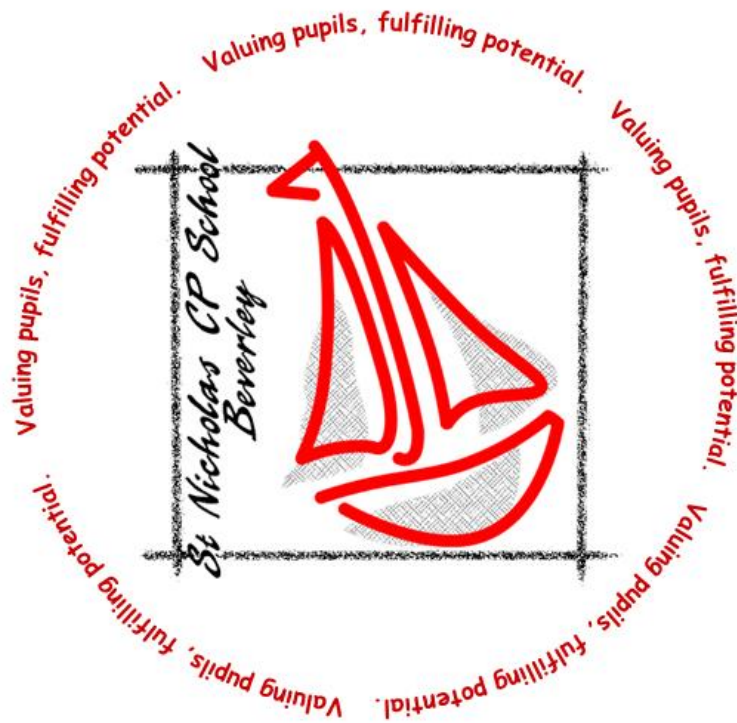


Beverley St Nicholas Primary School



Assessment Policy

Reviewed January 2020

Assessment Policy Draft

Introduction

The staff at Beverley St Nicholas Community Primary School aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Key objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils	Typical methods of formative assessment include: <ul style="list-style-type: none">• Question and answer sessions• Targeting questions• Ongoing observations• Opportunities for pupils to make their learning visible, for example, on mini-whiteboards• Discussions between staff working with groups of pupils• Verbal and written feedback
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school	We ensure consistency in teacher assessments by: <ul style="list-style-type: none">• Using Educater Assessment Tool• Moderating within year groups termly• Joining local authority (LA) moderation activities• Discussing consistency in planning sessions• Feeding back
Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress	Pupils are involved in contributing to their short-term targets by: <ul style="list-style-type: none">• Discussing areas of development• Keeping targets visible to pupils• Reminding pupils of their targets and discussing progress towards them

<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We inform parents of pupils' targets by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally • Sending parents annual written reports
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>The senior leadership team (SLT) are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment

At Beverley St Nicholas Community Primary School, we use three broad overarching forms of assessment:

- Day to Day In-School Formative Assessment
- In-School Summative Assessment
- Nationally Standardised Summative Assessments

Day-to-Day in-school formative assessment

This forms 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.

In-School Summative Assessment

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 a unit or period and the impact of their own teaching. This information 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 include:

- End of unit testing for science
- Read, write inc half termly testing
- Literacy and Language half termly reading and writing tests
- Half termly spelling tests
- End of unit maths testing
- Termly maths Arithmetic and Reasoning test

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness.

A range of 'Nationally standardised summative assessments' will be used:

- An end of Foundation Stage Teacher Assessment
- Phonics Screening Check in Year 1
- Multiplication Tables Check at the end of Year 4
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Assessment Recording

Teachers will use Day to Day In-School Formative Assessment and In-School Summative Assessment to update the school Assessment system currently 'Educater' to assess and record children's performance against individual objectives. This will be done learning at the end of a unit or period. This information will support teachers in planning for subsequent teaching and learning. This data 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.

Monitoring and Evaluation

The Assessment Assistant Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.