



# The Nar Valley Federation of Church Academies

## Assessment Policy

*Through our Christian Values we are an inclusive Federation which strives to:*

- ***Build lasting memories***
- ***Increase life opportunities***
- ***Forge harmony not just happiness***
- ***Promote and develop the importance of relationships***
- ***Embrace failure as well as success***
- ***Develop resilience to support our pupils to face an ever changing future***

### **Introduction**

We believe that effective assessment, recording and reporting provides information to improve Teaching and Learning. We use assessment to ascertain where the children are and the processes needed to move them on to the next step. Assessment should be useful to the teacher and pupil and be used to inform future planning.

Parents should be given regular reports on the children's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment, recording and reporting in this Federation should:

- Be a central part of planning for teaching and learning
- Involve the learner wherever possible
- Be both Formative and Summative
- Be both manageable and useful
- Make it clear to parents how well the children are doing
- Enable teachers, children and parents to work together to raise standards
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

### **Formative Assessment**

Formative assessment is day to day on-going assessment based on how well children fulfil learning objectives. This provides feedback and involves children in improving their learning. Evidence does not have to be formal and may include: photos, post-its, anecdotes, recordings etc

### **Summative Assessment**

Summative assessment is snapshot testing which establishes what a child can do at a particular time.

This includes:

- Phonics assessment End of Yr 1.
- National Summative Tests at the end of Key Stage 1 and 2
- Base Line Screening Test – Bury Infant check

- The Foundation Stage Profile
- PIRA and PUMA for years 2-6 in the Autumn term and Spring term
- GL Assessment for years 1,3,4 and 5 in the Summer term (English and Maths)
- Half-termly teacher assessment against the National Curriculum objectives taught thus far for each child. Annotation of maths and English objectives lead to a teacher assessment of whether a child is beginning, developing or embedded within stage and this is recorded on Pupil Asset every half term.

This is a stepped model of assessment which records whether the children are working their way through the objectives making progress by moving from beginning to developing to embedded. For the most able children some may be categorised as mastered, this term is only used when children have a deep understanding of the objectives taught to them which are age related.

### **Planning for Assessment**

We use the National Curriculum 2014 to plan half termly themes and guide our teaching.

- Teachers plan their lessons with clear learning objectives and include opportunities for formative and summative assessment.
- Teachers strive to ensure that all tasks set are appropriate to each child's level of ability
- Teachers use their assessment to inform future teaching and learning
- Teachers share the learning intentions and assessment criteria to involve the children in self-assessment and peer assessment.

### **Target Setting**

We set targets in Mathematics, Reading and Writing each year for all pupils in Years 1- 6. These are reviewed termly at staff meetings and may be discussed at pupil progress meetings.

### **Marking and Feedback to pupils**

We believe that marking and feedback should provide regular, useful and constructive feedback to the learner, identifying next steps to improve achievement. It should recognise both success and areas for improvement against the learning objectives, enabling the children to develop in to reflective learners.

Marking and feedback should:

- Be manageable for both teacher and child
- Be appropriate to the age of the child
- Relate to the learning objectives shared with the children
- Allow specific time for the children to respond
- Encourage peer and self-assessment
- Give recognition to achievement
- Identify clear ways to deepen the learning
- Involve all adults that work in the classroom
- Use consistent codes throughout the school (as agreed marking policy July 2015)

Green Pen Marking Some pieces of work require a response from the child. This is done with a green pen. Children are given dedicated time to respond to the teacher's comments and show that they have acted on the feedback.

### **Reporting to parents**

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

- We encourage parents to contact the school if they have any concerns about any aspect of their child's school work
- Parent consultations are held in the Autumn and Spring Terms
- Interim Reports are written and sent home in the Spring Term
- Annual Reports are written and sent home in the Summer Term. This is a report of the child's progress and achievements and also includes targets for next year. These may be learning or social targets. Parents are given the opportunity to discuss the report with their child's teacher if they wish.
- For Reception Children, in addition to the annual report assessing progress against the Early Learning Goals, parents have access to 'Tapestry' which details the learning journey of their child in the reception year. For parents that do not have online access at home, a hard copy is made available.
- In reports for Year 2 and 6 we provide details of the each child's achievement against national expectations in the form of a standardised score.
- In reports for Years 3-5 we provide details of the child's achievement against age related expectations detailing whether the children are working towards the age related expectation, at the age related expectation or at greater depth. This judgement is based on both formative and summative assessment.
- Parents are always informed immediately of any concerns and where possible we inform them of significant progress.

### **Achieving Consistency of Judgement**

Teachers take opportunities to moderate with other professionals from the Federation, Clusters, Trust and Local Authority to check the accuracy of their judgements and ensure rigour in the assessment process.

Evidence to support Teacher Assessment

### **Reading (evidence base supported by teacher marking)**

- Reading comprehension
- Reading tests, e.g. SATs papers, PIRA, GL, Test base or Optional SATs
- Guided reading plans and records; including children's written responses
- Reading tasks, e.g. from Reading Explorers Guided Reading books; including character descriptions, text interpretation, etc
- Individual reading records
- Recorded Observations (including discussions, questioning, noting responses)
- Observing pupils' behaviour and interactions
- Pupils' self-assessment

### **Writing (evidence base supported by teacher marking)**

- Extended AND shorter focused pieces of writing in a variety of different forms for a range of purposes
- Writing from across a range of curriculum areas, including core & foundation subjects
- Text annotation or visual organisers such as planning, thought mapping, storyboards or timelines
- Oral work such as pupil presentations to the class, contributions to class discussions, drama activities, film or discussions with teachers
- Observing pupils' behaviour and interactions
- Pupils' self-assessment
- Through handwriting assessments across all books including handwriting lessons
- Teachers observe pupils when shaping and forming letters

### **Maths**

- Children's individual, paired or grouped learning
- Oral work such as pupil presentations to the class, contributions to class discussions, questioning or discussions with teachers
- Open ended tasks, e.g. problem solving and investigative maths sessions
- Tests, e.g. PUMA, GL, test base or past papers internally administered (external tools)
- Information from different curriculum areas, core and foundation subjects
- Observing pupils' behaviour and interactions
- Pupils' self-assessment
- End of Key Stage Assessment

### **Science (3 investigations per term)**

- Children's individual, paired or grouped learning
- Oral work such as pupil presentations to the class, contributions to class discussions, questioning or discussions with teachers
- Information from different curriculum areas
- Observing pupils' behaviour and interactions
- Pupils' self-assessment

### **Monitoring and Review**

This policy will be reviewed every two years or as necessary. Subject leaders, governors and the Headteacher will monitor the practice of assessment through lesson observations and scrutiny of work and plans.

**Ratified by Governors: 14 March 2017**

**Signature:**

**Review Due: 14 March 2019**

The policy is the responsibility of the Standards Committee