



St George's CE Academy Assessment Policy

Rationale

At St George's CE Academy we believe that assessment is an essential tool for ensuring that pupils make progress. Assessment is an evaluation of the understanding children have of key concepts and may be undertaken by teachers, parents or children.

The policy has been written respecting two UNICEF articles: Article 28 and Article 29

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to achieve the highest level of education they can.

Article 29 A child's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Aims of school assessment processes

Assessment is necessary in order to facilitate and monitor effective teaching and learning. Assessment processes in school aim to:

- Monitor progress of pupils
- Celebrate the achievements of pupils
- Identify areas for skills development which then guide future teaching and planning.
- Inform pupils of pupil progress and give guidance on how to improve.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.
- Provide measures for school self-evaluation and effectiveness.

Assessment falls into two categories:

Formative assessment involves the analysis of day to day learning in the classroom to enable teachers and children to improve their understanding and ensure progress. It helps 'inform' the next steps in the learning process and usually is conducted by children and adults. Formative assessment happens throughout the year, with the school using Insight Tracking to scaffold the process.

Summative assessment happens at the end of a teaching sequence, is more formal and may include testing. It is important for providing accurate information regarding a child's attainment and progress compared to national standards. Non statutory summative assessments happen throughout the year with the school using the Insight Tracking system to formalise the process. Statutory assessment takes place at the start (reception Baseline) and end (EYFS Profile) of Year R, 1(phonics check), 2(SATs), 4(Multiplication Check) and 6(SATs) with the school following the guidelines of the Assessment and Reporting Arrangements (ARA) which are published by the government annually and the Teacher Assessment Frameworks for teacher assessment. A small number of children with Special Educational Needs will not be working on the relevant key stage programme of study. These children will be assessed using the pre key stage standards for Key Stage 1 or 2.

St. George's Assessment

Subject Area	Formative assessment and progress measures	Summative assessment and progress measures
Maths	Cold & Hot task at the start and end of a unit, based on NCTEM & Whiterose Maths resources. Questions on fluency, problem solving and reasoning. Daily teacher assessment through verbal and written responses	Rising stars Termly Assessment
Writing	Cold & Hot task at the start and end of a unit. Daily teacher assessment through verbal and written responses	Year 2 & 6 termly SPAG assessment Spag.com online Termly assessment
Reading	AR reader quizzes 1:1 reading. Daily teacher assessment through verbal and written responses.	AR reader half termly online assessment Rising stars Termly Assessment
Phonics	Daily teacher assessment through verbal and written responses. Half termly/phase phonics assessments	Phonics assessment Yr 1 (Yr 2) Termly & phase phonics assessments
Science	Daily teacher assessment through verbal and written responses.	
Foundation Subjects	Knowledge gathering e.g. True/False statements, Mind map, KWL grids. End point Knowledge gathering Daily teacher assessment through verbal and written responses.	

From the above formative assessment the recording takes place within the Insight Tracking system, using statements taken from the National Curriculum for England 2014 (years One to Six) or EYFS Profile (at the end of YR) using the following criteria.

- 0 Taught, but not yet understood
- 1 Some evidence, but not yet secure
- 2 Objective secured
- 3 Working at greater depth

Teachers use the statements in Insight Tracking to identify gaps in learning and to re shape their planning. Teachers will also identify gaps in learning in the normal course of assessment within and after a lesson. This may be for example as a result of indepth open ended questioning or as a consequence of written work. Teachers will use such opportunities to address misconceptions within the lesson or with a written gap task designed to clarify understanding. Sometimes teachers will need to reshape forthcoming lessons to ensure learning remains on track.

Testing

At St. George's Academy we view testing as an appropriate part of a robust assessment. However, as in every school, tests are administered in a supportive, inclusive and age appropriate manner with the results being used to inform the teacher assessments indicated above.

Children from Year 1 to 6 will be assessed through age appropriate testing described in Appendix 1.

Assessment in the Early Years: Assessment and observation

Formative assessment is an integral part of the learning and development process. Children's development and learning is best supported starting from the child and then matching interactions and experiences to meet the child's needs. At St George's, assessment for learning follows the observation, assessment and planning cycle. A range of evidence is gathered, including contributions from the children, parents/carers and practitioners. Sources of evidence may be recorded but assessment does not take practitioners away from the children for long periods of time. Staff use their own expert, professional judgements, drawing on their knowledge of the child. Assessments are shared with parents/carers to enable them to understand their child's progress and so they can support next steps for learning at home.

An initial baseline assessment is completed within the first six weeks of children starting Nursery and the statutory Reception Baseline Assessment is taken in the first six weeks in which a child starts Reception.

To support transition from Nursery to Reception, the EYFS practitioners meet to discuss and share each child's learning, development and progress. The Reception teacher observes/interacts with children in the Nursery setting and then all this gathered evidence is used to inform initial assessments.

At St George's, observation and quality interactions are integral parts of the learning and development process. As part of our daily practice, practitioners observe and interact with children during independent and adult led learning, identifying the level of achievement, engagement, involvement, interest and also the learning style. This evidence may be held in the mind of the practitioner but may sometimes be documented. It is then used to assess how a child is developing, how they are learning and to inform the planning/ teaching by identifying next steps.

Reliable summative assessment grows out of formative assessment. Using professional judgements and any documented on-going evidence, termly assessments are recorded on a tracking system. This is used to identify attainment, monitor progress and identify targeted areas for support and development.

The Early Years Foundation Stage Profile, which is based on the areas of learning and development, is completed in the final term of the Reception year. Practitioners use a range of evidence to assess development against the Early Learning Goals, indicating if children are meeting expected levels, or not yet reaching expected levels (emerging). This profile reflects practitioners knowledge of the child and professional judgements, observations, assessments and discussions with the child, parents/carers. It is then shared with parents and is also used to support the transition into Year One. Parents also receive a written report that includes information about progress against the Early Learning Goals.

Moderation

In order to ensure the reliability of summative assessments the school conducts three levels of moderation. These sharpen the focus of the assessment of writing to make it consistent and accurate.

Level 1: Internal moderation using the key performance descriptors provided in formative assessment in Classroom Monitor. Internal moderation happens as part of the day to day assessment dialogue between class teachers and informal meetings in school.

Level 2: External moderation: the school has judgements validated through local school and DHMAT moderation for teachers from Reception, Years 2, 4 and 6 during the year.

Level 3: External moderation: teachers from Reception, Years 2 and 6 may attend Local Education Authority moderation during the year.

Progress.

At St. George's CE Academy, we recognise that children have different starting points in different subjects and progress measures need to reflect this. Our classification of progress is as follows:

What does **good** progress look like at St. George's CE Academy?

- All children who leave Reception or Key stage 1 at expected or A.R.E. (Age Related Expectations) will achieve A.R.E at the end of the year.
- All children who leave Key Stage 1 at exceeding or Greater Depth will achieve Greater Depth at the end of the year.

What does **exceptional** progress look like at St. George's CE Academy?

- Children who leave Reception or Key stage 1 at emerging or below A.R.E. achieve A.R.E at the end of the year.
- Children who leave Reception or Key stage 1 at expected or A.R.E. achieve Greater Depth at the end of the year.

Reporting to Parents.

Formal communication of assessment levels happens at the end of the summer term. Parents will be informed through the School Report whether a child is below age related expectations, at age related expectations or at greater depth. Parents will be given the opportunity to discuss the assessments with teachers at a Parents' Evening following the receipt of the school report.

Date policy presented to LAB: October 2020

Date of first review: September 2021 – changes to formative assessment and assessment recording

Review: Sept 2022 changes to EYFS assessment

Next review Sept 2024