

**CHRIST CHURCH**



**PRIMARY SCHOOL**

# **ASSESSMENT POLICY**

**(Monitoring children's progress, recording  
and reporting)**

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## **Assessment Policy**

### **1. Introduction**

At Christ Church Primary School we are continually assessing our children and recording their progress. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct standard of work to the needs of the children, thus benefiting the children and ensuring progress.

#### **Principles of assessment are:-**

- to provide information to support progression in learning through planning;
- to provide information for target setting for individuals, groups and cohorts;
- to share learning goals with children;
- to involve all children with self assessment;
- to help pupils know and recognise the standards they are aiming for to raise standards of learning;
- to identify children for intervention;
- to inform parents and other interested parties of children's progress;
- to complete a critical self evaluation of the school.

### **2. Assessment for learning (AfL) – formative assessment**

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” -Primary Framework, 2007

At Christ Church Primary School we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on actually using the information gained.

To achieve this at Christ Church Primary School we will:

- make ongoing assessments and respond appropriately to pupils during ‘day-to-day’ teaching, with these ‘immediate’ responses being mainly verbal and not normally recorded;
- evaluate pupils’ learning so that any issues can be addressed in subsequent lessons;
- use of ‘Deepening mastery - questions, tasks and activities to support assessment’ in order to check learning against teaching objectives in daily mathematics lessons.
- lessons are planned with clear learning objectives, based upon the teacher’s detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child’s ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils;
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- teachers use focused marking to assess children’s progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- encourage pupils to self-assess their own work against success criteria based upon specific, key learning objectives. This is to be completed in an age related manner. Allow peer assessment to take place when and where appropriate;
- mark work so that it is constructive and informative in accordance with the marking policy;
- use Assessment for Learning strategies such as:
  - working walls;
  - targets;
  - success criteria;

- self and peer evaluation;
- discussion and talk

### **3. Assessment of learning (AoL) – summative assessment**

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned.

At Christ Church Primary School summative assessments are made by using a range of assessment tools and materials (including analysis of children’s work in books, assessed writing each term, whole class reading sessions, mini PoP quizzes/tasks and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups. The results of published tests are used to inform teacher assessment but is not solely used as a judgement for a standard.

### **4. Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Baseline Assessment
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

### **5. Record Keeping**

Pupils’ progress in reading, writing and mathematics is recorded on the school’s ‘O track’ tracking system at 6 points throughout the school year, in terms of their attainment in tests and tasks during the assessment weeks and end of year teacher assessments. This tracking system charts pupils’ attainment from Foundation Stage to Year 6. In addition to this the tracking system also sets targets for pupils and allows target setting for groups of children. Attainment results for Year 6 are based on attainment from Foundation Stage and Key Stage 1. Within Foundation Stage children are base lined on entry. Attainment is based on the age and stages within the Early Years Curriculum and follows a series of observations and assessments.

With the use of O Track and the SEND register which ensures that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.

### **6. Monitoring Progress**

Pupils’ progress is tracked and successes and causes for concern are discussed at Pupil Progress Meetings, held shortly after ‘assessment weeks’. Pupils becoming ‘off-track’, in terms of their end of year and end of key stage targets, are identified and appropriate intervention strategies are

discussed, agreed and implemented. Different groups of children are also identified and discussions take place as to how the teachers' are intervening to ensure there are minimal gaps between groups of children.

The regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class and groups such as Pupil Premium children. The discipline of regularly analysing pupils' attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **8. Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out there is ample evidence to justify judgements made and thus evidence needs to be collated.

Regular moderation takes place in school to ensure consistency of standardisation. Teachers have meetings across year groups and phases to analyse children's work. Alongside 'in-school' moderation, teachers also moderate with other schools in the area, this ensures good practise and evidence of standardisation.

During the summer term, teachers in Reception and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

## **9. Reporting**

Reporting to parents / carers provides the opportunity for communication about their child's abilities and achievements.

A child's personal and attendance levels are discussed with parents as well as their academic standards through Parents Evenings in the Autumn and Spring Term. This is to ensure parents are well informed of their child's progress and their behaviour and attitude within school. Parents may also be asked to attend attendance clinics should their child's attendance become a concern to discuss ways this can be improved upon. Parents are encouraged, should the need arise: to discuss the progress of their child with the teacher and Deputy or Head teacher at other times.

A more detailed report for each child is sent to parents, once a year, at the end of the Summer term. 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 & 2, additional information including details of the Standard Attainment Tests (SATs) testing will also be provided.

## **10. Assessment in the Foundation Stage**

On entry to the school children will be assessed using Baseline Assessment which is used to inform planning, set targets and aid early identification of special educational needs. Children are continually assessed using a range of methods including observations, questioning through play and more formal activities. At the end of each term in Nursery and half term in Reception, the children are assessed using Development Matters and this is recorded onto O Track.

## **11. Roles and responsibilities**

### **10.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **10.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **10.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

### **10.4 Assessment Co-ordinator**

The assessment co-ordinator will:

- formulate the school's assessment policy in consultation with the Headteacher, staff and governors;
- review the policy regularly in the light of statutory requirements and the needs of the school;
- attend and lead INSET where appropriate;
- provide support and guidance with assessment and keep up to date with current information;
- resource the school with relevant tests and tasks;
- maintain the 'O Track' tracking system and consult with all staff about the targets set;
- highlight pupils who have made no progress or are working below expectations;
- analyse results to identify attainment and progress made by pupils and for groups of pupils, such as those on free school meals, gender, vulnerable children and children from an ethnic background.