

St. Luke's C.E (Aided) Primary School



Assessment Policy 2021-2022

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- The Education (School Performance Information) (England) Regulations 2001
- Education Act 2003
- Equality Act 2010
- Education Act 2011
- Data Protection Act 2018

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- The National Curriculum in England Framework Document (DfE) 2014

Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of key stage tests (SATs) in England only and a baseline assessment is undertaken by all pupils during their first half term. Other testing also takes place during each key stage.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, 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. (Assessment Reform Group, 2002)

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We as a school community have a commitment to promote equality. We believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To involve children in their learning and to provide feedback to them.
- To encourage children to assess themselves and to understand how they can improve.
- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Assessment;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated link governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body

- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- ensure parents are aware of:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - the Safeguarding and Child Protection policy
 - safeguarding procedures in place;
 - all safeguarding policies;
 - their role in safeguarding and child protection
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

Role of the Assessment, Recording, Reporting Coordinator

The ARR coordinator will:

- lead the development of this policy throughout the school;
- work closely with the SENCO and subject coordinators;
- collate information for the target setting process;
- organise in-house training as necessary;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Teaching Staff

Teaching staff will:

- assess pupils to ascertain level of attainment;
- plan next stage of learning;
- provide information for record keeping;
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers **planning** will show:

- clear learning objectives and outcomes;
- key learning skills;
- differentiation;
- key questions;
- opportunities for peer and self- assessment;
- curricular targets;
- references to previous learning;
- objectives and success criteria;
- lesson evaluation and plans for subsequent lessons

Teachers collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature

- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets learning goals for each pupil

Teachers will give **written or verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be based on the qualities of the work;
- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- be made aware of learning objectives;
- discuss what they have already experienced, know and understand;
- discuss and identify what they need to do to improve;
- self-assess their work;
- discuss their work with a peer
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents

Parents will:

- be made aware of this policy;
- comply with this policy by:

- attending parent-teacher consultations
 - encouraging their child to undertake home learning tasks
 - being aware of their child's targets
 - writing a response to their child's annual report
- encourage effort and achievement;
 - encourage completion of homework and return it to school;
 - provide the right conditions for homework to take place;
 - hand in homework on time;
 - support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Target Setting

All children will be given:

- an individual target which is set after discussion with the class teacher;
- an end of year target in both literacy and numeracy.

Meetings with Parents

Parents are invited to attend Parent-teacher consultations once a term in order to be kept up to date with their child's progress.

Reporting to Parents

Parents will receive an annual report summarising their child's progress. Parents are encouraged to provide a written response to the child's annual report.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Meetings with parents such as introductory, transition, parent-teacher consultations;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - All aspects of this policy
 - Curriculum
 - Monitoring and Evaluation
 - Homework
 - Marking and Feedback
 - Target Setting
 - Teaching and Learning
 - Equal opportunities
 - Inclusion

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy is, we believe, in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

We believe this school policy:

- is an essential part of the school;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives

Addendum

We acknowledge the recent DfE non-statutory guidance 'Teaching a broad and balanced curriculum for education recovery' which offers suggestions regarding the clear purposes of assessment:

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| Formative | ▪ Identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching. |
| Summative | ▪ Measuring pupils' (and/or) performance at the end of a course or programme of study. |

Focused assessments which target specific components of knowledge or skills precisely are likely to be more effective.

Mathematics,
languages and phonics

- In these subjects gaps in knowledge are likely to present serious difficulties for pupils in mastering the next stage of what they need to know.

Geography, history,
citizenship or religious
education

- In these subjects knowledge gaps in one topic may not be as critical for progression in another topic.
- In these subjects, remedying what has been missed is likely to be most effective by adjusting the curriculum later.

(Amended from 'Teaching a broad and balanced curriculum for education recovery' (DfE))