



Diocese of Norwich  
Education and  
Academies Trust

# **Cawston Church of England Primary Academy**

## **Assessment Policy**

<b>Policy Type:</b>	<b>School Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
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<b>Person Responsible:</b>	<b>Headteacher</b>

This Policy should be read with regard to our Equality Duties. Equality is based on the idea of fairness whilst recognising that everyone is different, and diversity is about the ways in which people differ and about recognising that differences are a natural part of society. Cawston C of E Primary Academy expects that all staff and volunteers who come into contact with children and young people treat them as individuals and make them feel respected and valued as an essential part of our commitment to safeguarding children.

This policy develops procedures and good practice within Cawston C of E Primary Academy, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people, including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

## **1 Aims and objectives**

At Cawston C of E Primary Academy we use assessment:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents/carers that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about pupils' progress and the effectiveness of the school.

## **2 Planning for assessment**

We use the 2014 National Curriculum to support our teaching. We use our school's 'Inspire Curriculum' planning to guide our teaching. In our planning we set out the learning objectives and give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

## **3 Our Approach to assessment**

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. Assessment is integral to high quality teaching and learning. It helps to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment.

We believe that effective assessment provides information to improve teaching and learning. Good teaching and assessment reinforce each other. Assessment for learning (Formative Assessment) helps pupils to know exactly what they need to do to improve. Assessment of learning (Summative Assessment) involves judging pupils' performance against expected standards.

High quality Formative Assessment is at the heart of good teaching and can be used for diagnostic purposes. We break learning down into individual units so that all pupils can achieve mastery if they are supported to do so. Improving learning through assessment depends on:

- The provision of effective feedback to pupils

- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessments
- Recognition of the influence assessment has on the motivation and self-esteem of pupils
- The need for pupils to be able to assess themselves and understand how to improve their work

In practice this means that we:

- Share learning objectives
- Define success criteria
- Use appropriate questioning
- Use self and peer assessment
- Raise children's self-esteem

We celebrate all achievements across a broad and balanced curriculum, including sport, the arts, behaviour and emotional development.

#### **4 Feedback to pupils**

We give our children regular feedback on their learning so that they understand what it is that they need to do better.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in a consistent way. We use the 'stars and a wish' philosophy. Work is marked in an age appropriate way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parent/carers and teachers/teaching assistants. Teachers give written feedback to a child, related to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work. We allow time at the beginning of some lessons for the children to respond to marking. We encourage the children to make comments about their own work and the work of fellow pupils. We give pupils the opportunity to edit their work and use self-assessment to mark it.

#### **5 Our use of assessment**

Teachers use this data to plan learning for every child to ensure they meet or exceed expected standards. We also use the outcomes of assessment to support and improve our teaching. We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum 2014 and our own local plan. Assessment criteria for foundation subjects are arranged into our Pupil Asset tracking system setting out what children are normally expected to have mastered by the end of each year.

Teachers and leaders use the outcomes of our assessments to summarise and analyse attainments and progress for all pupils. Teachers and leaders analyse the data across the school

to ensure that pupils identified as vulnerable or at particular risk in the school are making appropriate progress and that all pupils are suitable stretched.

Where a pupil is assessed as exceeding the relevant criteria in a subject we provide more challenging work at greater depth.

Assessment judgements for Reading, Writing, Mathematics and Science are recorded in the school Pupil Asset tracking system. Assessments judgements are moderated in school and by colleagues in other schools to make sure assessments are fair and standardized. Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.

## 6 Target Setting

Reception Year	Foundation Stage Profile (Baseline Assessment Sept 2016)
Year 1	Phonics Screening
Year 2	Reading, Writing, Grammar, Punctuation and Spelling and Mathematics
Year 6	Reading, Writing, Grammar, Punctuation and Spelling and Mathematics

We set targets in Mathematics, Reading, Writing and Science for all our children at the start of each academic year. We review the progress of each child during the academic year and set revised targets. Pupils' targets for Reading, Writing, Mathematics and behaviour are set using an 'Assertive Mentoring' process of meetings between pupil and teacher each half term. We record these targets in the child's file. These targets are shared with parents/carers and reviewed each half term.

The information for assessment is communicated to parents and pupils on a half termly basis through an 'Assertive Mentoring' profile sheet. Parents and pupils are aware of what has been achieved and the new targets for what pupils need to do next.

## 7 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We keep assessments of Reading, Writing and Grammar, Mathematics and Science in the pupils' 'Assertive Mentoring' file and in our Pupil Progress files. Our teachers record the progress of each child in the core subjects in relation to the National Curriculum age appropriate expectations of attainment on our school tracking system **Pupil Asset**. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year in the Pupil files.

## 8. Reporting to Parents/Carers

We give parents/carers regular reports on their child's progress so that teachers, children and parents/carers are all working together to raise standards.

We have a range of strategies that keep parents/carers fully informed of their child's progress in school. We encourage parents/carers to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents/carers the opportunity to meet their child's teacher. We review the targets that we have identified for their child and we evaluate their child's progress as measured against the targets. In the child's annual written report new targets are identified for the next school year.

We give parents interim reports on their child's progress. During the summer term we give all parents/carers a written report of their child's progress and achievements during the year. In this annual report we also identify target areas for the next school year. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

Statutory Assessments are carried out in some year groups and reported to parents in the annual reports. In reports for Year 2 and Year 6 we also provide details of attainment in the national assessments. In Years 1, 3, 4 and 5 we provide age related attainment in Reading, Writing, Mathematics and Science.

We offer parents/carers of pupils in Year R the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher and report on areas of development. Parents/carers contribute to their child's online Learning Journey using the Tapestry system. Early Years use their own progress tracking for assessments in phonics, reading, writing and number.

## **9. Monitoring and Review**

We follow the interim assessment principles to standardise judgements. Subject leaders monitor children's work through book scrutinies and lesson observations.

Teachers use the expected standards, so that they have a common understanding of the expectations in each subject. We hold school and cluster moderation meetings to agree standards of attainment.

It is each Subject Leader's responsibility to monitor attainment and progress throughout the school within each subject. The Subject Leader reports to governors each year on standards and provision in each subject.

The Senior Management Team is responsible for monitoring the implementation of this policy. We allocate special time for this vital task to ensure that the policy is being implemented in the classrooms.