



*At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.*

## **Assessment Policy**

### **Rationale**

At St Andrew's CE (VA) Infant School we believe that assessment, along with the promotion of a growth mindset, creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work for the children's continuing progress.

### **Aims**

The aims of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

### **Assessment and Recording in the Foundation Stage**

In the Foundation Stage a baseline is carried out to assess the children as they enter reception within the first three weeks, staff use professional judgements and the Development Matters document to record where the child is.

Continuous assessment is used on a daily basis by all members of staff. Early Essence is used to take and store photographs and videos which are used as evidence when assessing using development matters statements.

Assessments are used to plan a challenging curriculum for all the children that all the children can access. Through high quality continuous assessment any gaps in the children's learning are identified and addressed through continuous provision, quality first teaching, targeted focus activities and differentiation.

### **Key Stage 1 Assessment**

#### **Formative assessment**

Formative assessment is a range of procedures conducted by teachers at St Andrew's during the learning process in order to modify teaching and learning activities to improve student attainment. Examples include:

- Question and answer during class
- Marking of pupils' work
- Observational assessment

Teachers in Key Stage 1 use school tracking sheets to support formative assessment in reading and maths. Writing expectations sheets are used to support formative assessment in writing. In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. It is used to provide parents with a broad picture of where their children's strengths are and what they need to do to improve. Teachers support parent's use of formative assessment by providing regular updates in parent pupil progress meetings. Teachers and leaders regularly compare formative assessment recorded by teachers with evidence in pupil books.

#### **2. Summative assessment.**

Summative assessments are used by teachers to evaluate student learning, skill acquisition, and academic achievement at the end of a defined instructional period—typically at the end of a half term and school year. Teachers use Maths hub tests, past SATs papers as well as independent writing tasks to support summative assessment. This provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. In-school summative assessments are reported to parents to inform them about

the achievement, progress and wider outcomes of their children at the end of a school year. In-school summative assessment is used by school leaders to monitor the performance of pupil cohorts and pupil groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

### 3. Nationally Standardised Summative Assessment.

Nationally standardised summative assessment such as Statutory Assessment Tests (SATs) help teachers understand national expectations and assess their own performance in the broader national context. They provide information on how pupils are performing in comparison to pupils nationally. Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children. They are used by school leaders and school governors to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

#### Impact of Assessment

Using formative and summative assessment teachers will make a judgement about how each child is progressing towards the end of each half term. This judgement will be put into the school tracking sheets, analysed by the leadership team and discussed in pupil progress meetings. Progress meetings will be used to ensure the data is used to accelerate pupil progress. The stage will correspond

The school assessment calendar shows when teachers will submit their judgements, when the leadership team will analyse the data and when pupil progress meetings will take place.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summative Assessment week	Week 6	Week 13	Week 19	Week 26	Week 31	Week 36
Senior Leadership Data Analysis	Week before October Half term	Week before Christmas Holiday	Week before February Half term	Week before Easter Holiday	May Half Term	2 <sup>nd</sup> week in July
Pupils Progress meetings	First week of Autumn 2	First week of Spring 1	First week of Spring 2	First week of Spring 1	First week of Summer 2	During Teacher Appraisal

#### Assessment for SEND

The vast majority of pupils are assessed on the age appropriate curriculum. Teacher's look at what children can do and when gaps are identified they may look at the previous year group curriculum to help them to identify the steps needed to help them to catch up. It may be appropriate for some children with severe Special Educational Needs or Disabilities to be assessed using a different system. The school uses PIVATS/EYFS development matters. The decision to assess children using this method is made by the class teacher in consultation with the SENCO.

#### Consultation and Review

The policy will be reviewed every two years by the Headteacher.

**Policy written:** July 2015, reviewed February 2016, November 2016, September 2017