

Work together, Play together, Learn together...Shine

"Let your light shine" Matthew 5:16

St George's School, Bourton



Assessment Policy

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Assessment Policy

In this school community, each person is valued and respected in the belief that all people are created and loved by God.

1. Rationale

'Those who cannot assess, cannot teach. Assessment is inevitably part of every teaching activity.

"How is she getting on?" "Did he understand that?" Assessment is therefore too important to be the sole preserve of national tests and assessments.

In good education, assessment is of the progress of the whole pupil throughout their educational journey. Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning. A pupil responds better to new challenges if they grasp what is necessary for progress and why.'

NAHT Commission on Assessment report, February 2014, Foreword by Lord Sutherland

At St George's School assessment is happening in every classroom, every lesson, every day and it involves everyone! We are focussed in our belief that learning is without limits, every child can succeed and make progress in their learning journey, and it is the assessment of where children are in this journey that allows teachers to decide where they need to go next and how best to get them there.

Following the New National Curriculum and the [Final Report of the Commission on Assessment without Levels](#) (September 2015), all schools have been given the opportunity to develop innovative approaches to their own in-school assessment.

Our system was designed in tandem with our Curriculum and thus the link between the two is intrinsic; the philosophy and core beliefs underpinning the curriculum policy provide the foundations of this policy - building into a cohesive whole, which will shape and develop values for life and embed a love of learning rooted in consistently high aspirations.

2. Assessment at St George's School:

Staff at St George's School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on deepening children's understanding and learning. Assessment recognises children's strengths, as well as areas that need support. We act in a way that we believe to be right and always in the best interests of the children. The most important factors are how effectively the curriculum is taught and assessed, that we check our children's understanding effectively and identify and correct misconceptions and use our assessment to inform our teaching. We believe effective assessment helps our children embed skills and knowledge to use it fluently across a range of areas, assisting us to produce clear next steps for our children. We do this by finding out what our children already know, so we can build on this, unpicking misconceptions, assessing throughout lessons and learning and providing effective feedback to progress and move learning forward.

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3. At St George's School our Assessment provides:

Learners - an understanding of where they are secure, what it is they need to do to rectify any gaps and the next steps needed to extend their learning in line with our marking and feedback policy.

Teachers - the detailed knowledge of their pupils' achievements, which they can use to inform future learning, their planning and their teaching.

Parents and carers – timely reporting on their child's progress in meeting expectations. By providing parents with a broad picture of where their children's strengths and weaknesses lie, we ensure that teachers, pupils and parents can work together to secure learning and raise standards for all children.

School leaders and governors - information that they can analyse and use to monitor the performance of pupil cohorts, to identify where interventions may be required and make decisions about future actions to improve standards, learning and teaching in the school.

External agencies and partners (including DfE and Ofsted)- the evidence that the school knows its pupils well and sets and maintains ambitious standards in learning and teaching as part of the school's public accountability to its pupils' future.

4. General Note on Forms of Assessment:

There are different forms of assessment, each with their own strengths and weaknesses, and each supports a different purpose. For example, in-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; Nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer reliable and accurate information, whereas summative teacher assessment can be subject to bias.

5. Types of Assessment used at St George's School:

Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally during learning. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Formative assessment has the potential not just to measure pupil's learning, but to increase it. There is no intrinsic value in recording formative assessment; what matters is that it is acted on. If it is acted on there is likely to be other evidence in pupils' work or lesson plans to show this.

Key Principles of Formative Assessment:

- Building relationships;
- Quality Feedback: See the St George's Feedback and Marking Policy;
- Dialogue as the most effective form of Assessment;
- Knowing the Curriculum – the journey is key to effective teaching and assessment;
- Effective questioning is key to extension through depth and challenge;
- A culture of error - 'mistakes are how we learn';
- Growth mind-set – learning is without limits.

We believe that 'in-school formative assessment' is at the heart of all good teaching and learning. It is what should be happening in every lesson, in every classroom every day. It allows teachers to understand pupil performance (knowledge, skills and understanding) on a continuing basis and enables teachers to identify – in real time - when pupils are struggling; when they have consolidated learning and when they are ready to progress.

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In short – formative assessment is about knowing our children inside out. If teachers know their children, they can plan the right lessons and provide the right amount of support or extension.

Summative Assessment

In-school summative assessment enables teachers to evaluate both pupil learning against extrinsic, externally set measures and as such, the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

The demonstration of 'Secure' learning is context free (without pre-teaching), thus 'snapshot' summative assessments, which support and underpin our formative assessments, help us know that we are ensuring children's progress is in line with national expectations and progressing in line to meet the Standard Attainment Tests (SATs) of the new National Curriculum 2014.

Key Features of Summative Assessment:

- Teachers may use diagnostic tests, particularly in mathematics to establish what children already know, which in turn will inform and focus planning around the topic / idea / concept about to be taught.
- End-of-unit tests are regularly used in the core subjects to provide context-free assessments; these are a fundamental part of Teacher's end of term summative assessment judgements. Outcomes are consistently recorded, in order to provide a gap-analysis overview of a child's individual knowledge.
- In Writing, children are given regular opportunities to produce independent work which is assessed against the expected standards for each age range. (See the St George's Writing process for further information on this.)
- Teachers set weekly spelling and regular mental maths tests.
- In EYFS and KS1 (Key Stage 1) regular phonics assessments as part of our RWInc Phonics scheme provides clear diagnostic information for Teachers to focus future phonics teaching and groupings.
- At the end of each term, PUMA and PIRA tests are used in core-subjects: these provide Teachers with a standardised score which is used in tandem with formative Teacher assessment alongside providing a GAP analysis to inform future planning.
- At the end of each term all pupil Assessment information is fed into the school Assessment system INSIGHT, tabulated in line with whole school standards and tracked to monitor progression.

Assessment For Learning (AFL)

Teachers use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Use of "lolly sticks" for random selection
- Targeted questioning
- Marking that links to the success criteria
- Children's comments both written and oral about their progress
- Peer-assessment
- Self-assessment
- Editing

Diagnostic Assessment

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed information. Further information can be obtained from the SENDCO.

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5.1 Tracking Progress and Assessment using INSIGHT:

INSIGHT is a web-based tracking Assessment system that allows us to record bespoke teacher assessments – flexible and visual to allow for quick visual appraisals of whole school /cohort or pupil. Reports offer ways to talk about pupils' attainments and progress without having to re-create levels.

The system has ensured we have avoided the pitfalls of Levelled Assessment identified in the [Final Report of the Commission on Assessment without Levels](#) (September 2015).

A child's knowledge is a measurement of depth and potential; creating bridges to opportunities and hopefully facilitating the growth and fulfilment of realistic expectation.

It is important to us that progress is not understood as solely a linear concept; progress holds within it the fundamental principal of consolidation – learning for breadth and depth. Forming meaningful connections between different strands of learning and knowledge.

At the end of each term a child's knowledge and understanding will be assigned an indicator according to the following core tenets:

Working Towards: When an objective has been taught, but the child has not yet demonstrated any confidence or independence with it. Child is still heavily reliant on direct teaching – action based.

Working at ARE: When a child has demonstrated some independence with the objective; can recognise it in various contexts after a period following direct teaching and is beginning to make connections between new and prior learning with an element of invention. Asking where can I, should I, could I go with this?

Greater Depth: When a child shows independent understanding of an objective prior to teaching; functions strongly across various contexts sometime after teaching; confidently makes connections between concepts and across the curriculum. There is no finality to this style of learning; possibility opens up.

To this end, this information fosters a learning culture driven by the living breathing heart of the curriculum, rather than cold, faceless data.

5.2 Nationally standardised summative assessment:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils Nationally. It enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. It also allows the Government to hold schools to account and to measure the impact of educational policymaking.

Key examples of statutory assessment at St George's School:

NB: The use of these Nationally Standardised Summative Assessments has been severely curtailed in 2019 – 2021 due to COVID-19.

Assessments will resume in the Academic year 2021-2022.

- **Early Years Foundation Stage Assessment** throughout Reception, using INSIGHT.
Children are assessed in the Reception class where staff will add information to an assessment profile for each individual. Staff complete an electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document. The teachers make formative assessments throughout the year, based on information they gather from online learning journals, whole class, small group and individual learning. The revised Early Learning Goals requires practitioners to assess at the end of the Reception year against the Early Learning Goals at an Emerging or Expected standards. These are recorded using evidence from Tapestry and practitioner knowledge of the children and their learning, which are then transferred onto INSIGHT. Progress is shared with families across the year.

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- **Phonics Screening Test at the end of Year 1**

All children in Year 1 will participate in a Phonic Screening Check. This assessment will be administered by the Year 1 teachers. Results are shared with families at the end of the year.

Year Two Phonic Screening Check: Those children who did not achieve the Phonic Screening Check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Our Year 1/2 teachers will administer the screening and, again, families are informed of results at the end of the year.

For 2020 and 2021 – Pupils in Year 2 were tested using the 2019 Phonics Screening Test as per National Guidelines in the Autumn Term.

- **Year 4 Times Table Check**

In 2021-22, there will be a new Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

- **National Curriculum KS1 SATs at the end of Year 2**

We draw on internally marked, national tests in reading, mathematics and grammar, punctuation & spelling to inform Teacher Assessment judgements and help us to assess whether pupils are making progress and are achieving national expectations. The Standards and Testing Agency (STA) currently set out these expectations in the 'Interim Assessment Frameworks at the end of Key Stage 1' document. Teacher Assessments are also made as to whether pupils are meeting expectations in Science.

These Tests are due to be phased out in 2022.

- **National Curriculum KS2 (Key Stage 2) SATs at the end of Year 6**

Pupils take externally marked tests in reading, mathematics and grammar, punctuation & spelling, (SPaG) the outcomes of which are reported by scaled scores, along with confirmation of whether they have attained the national standard. Teacher Assessments in reading, writing, maths and science are reported separately - these expectations are currently set out by the STA in the 'Interim Assessment Frameworks at the end of Key Stage 2' document.

In 2019 & 2020 – SATS were cancelled due to the COVID-19 pandemic. Teacher Assessment was used.

6. Reporting to Parents

We believe that parent consultations and reports should have a positive effect on children's attitudes, motivation and self-esteem and provide guidance for parents to support their child's learning at home. We value the input we receive from parents and see reporting as a way of further fostering effective home-school links and promoting home learning. Parents are welcome to speak to their child's teacher: meetings can be arranged via. the school office.

Restrictions on face-to-face meetings were in place throughout 2020 – 2021 due to the COVID 19 pandemic – contact was maintained through TEAMS.

6.1 Parent Consultations:

- Take place twice a year: in the Autumn, as Individual Welcome Meetings and at the beginning of the Spring term.
- Highlight positive achievements.
- Set challenges and give advice to help parents support their child's learning.
- Highlight any attendance/punctuality issues.
- Additional meetings for parents of SEND (Special Educational Needs and Disability) children take place with the class teacher.

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6.2 Annual reports to Parents include:

- Highlights of positive achievements and progress made.
- General comments about the child's attitude to learning and social skills.
- A summary of the child's attendance and punctuality.
- Challenges to support further development.

7. Procedures in place to ensure that assessment is rigorous:

We moderate work drawing on expertise from within the school, as well as through our partnerships across the Stour Vale Collaboration. We implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

Monitoring of pupils' work:

- Subject Leaders lead an annual **scrutiny of work with the whole teaching body** to monitor and discuss pitch and expectations, coverage, marking and feedback in books and to review pupils' progress.
- Senior leaders carry out **learning walks with lesson drop-ins** and **learning talks with pupils** about their understanding and steps to improve; this ensures quality assurance at every level.

Whole Staff Moderation:

- Staff carry out regular moderation of assessment and standards within and across key stages.
- All teachers follow the Feedback Policy, monitored at phase meetings through book moderation.
- We collect examples of pupils' work that highlight standards, common mistakes and effective assessment and feedback that staff can refer to when undertaking moderation exercises.
- Staff can take part in moderation with other schools across the cluster and SVC to ensure a consistent approach and accurate judgements.

Pupil progress meetings:

Annually, there are three Pupil Progress meetings conducted between the Headteacher and all teachers: in the Autumn term, Spring and Summer Terms Discussion focusses specifically on progress and identifying the extent to which individual pupils are meeting expectations. Pupil's emotional, social and educational progress is discussed along with the progress in reading, writing and numeracy

We evaluate the effectiveness of intervention programmes and assessment strategies and we use the outcomes of the meeting to target interventions as required.

Professional development and support:

- The Assessment Lead and Key Staff attend local and national conferences and training to learn more about assessment and reporting arrangements.
- Staff take part in in-school CPD on assessment through peer observations, joint planning, appraisal and INSET.
- Our SENDCO (SEN coordinators) supports staff with assessment of SEND.
- Cluster moderation events provide an opportunity to ensure expectations are set at the right level and pitch.

8. Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;

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- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

9. Inclusion

St George's School, is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, families and external agencies (where appropriate) to plan tailored support. We use personal support plans, where appropriate, which are reviewed with the child and families. Our SENDCO is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by the staff or families. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

10. Monitoring and Review:

We are aware of the need to review this policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.