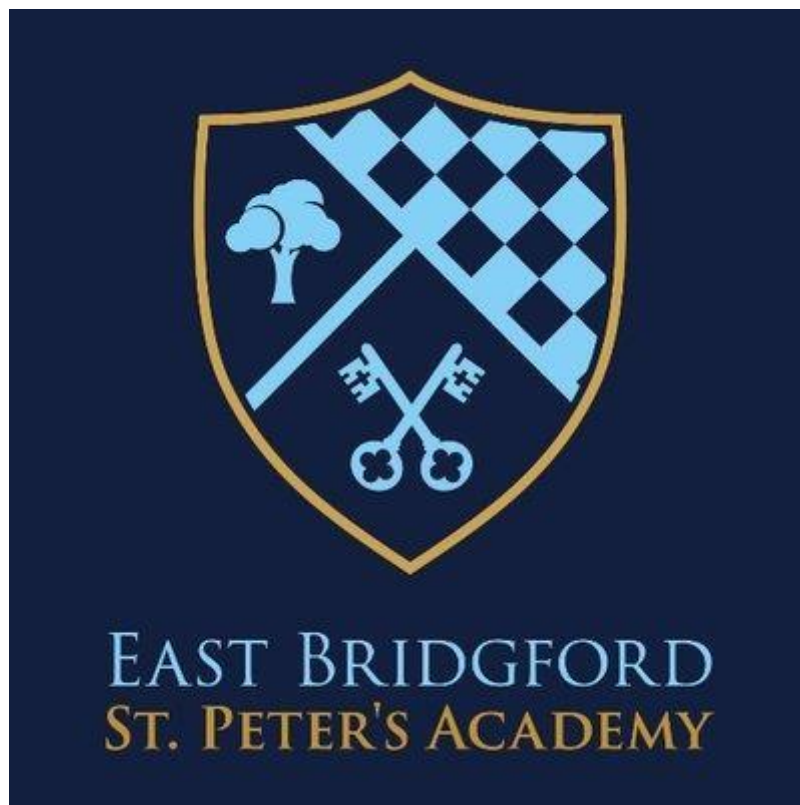


# **East Bridgford St Peter's C. of E. Academy Assessment Policy**



**Updated: November 2023**

Sanctioned at Full Governors: 29<sup>th</sup> November 2023

At East Bridgford St Peter's CE Academy, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

#### Aims

- To ensure that the attainment and achievements of a child are recognised and that next steps for learning are planned appropriately
- To gather information about the performance of individual children, groups and cohorts to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall attainment and progress of all children
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- To provide parents/carers with accurate attainment and progress for their child

All the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated to ensure the highest standards possible for all pupils. In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

#### Effective Assessment at East Bridgford St Peter's CE Academy will:

- Raise standards of attainment and progress
- Enable the active involvement of pupils in their own learning by providing effective feedback to close the gap between present performance and the future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Guide and support the teacher as planner, provider, facilitator, and evaluator

- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups, and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

#### Co-ordination of Assessment

Lisa Lewis leads the co-ordination of assessment. The Head Teacher and Deputy Head teacher work closely together with the assessment lead to ensure that progress is being monitored robustly throughout the school.

#### Key features of Assessment at East Bridgford St Peter's CE Academy

##### Day to day (Ongoing Formative Assessment and Assessment for Learning)

Formative assessment and Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning objectives and success criteria are shared with pupils, and teachers discuss with pupils how these outcomes can be achieved. Assessment for learning takes place daily and is integral to effective teaching and learning. Formative assessment is logged via Cornerstones Maestro for foundation subjects that are attached to a 'project.' Peer and self-assessment is standard practice throughout the school. See our Marking and Feedback Policy.

##### In-School Summative Assessment

Effective in-school summative assessment enables the Senior Leadership Team 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. It also enables teachers to evaluate learning at the end of a unit or period and the impact of their own teaching and for pupils to understand how well they have learned and understood a topic or course of work taught over a period. It is used to provide feedback on how they can improve. Parents to stay informed about the achievement, progress, and wider outcomes of their child across a period.

In-school summative assessment includes formal assessments in Reading, Maths, Spelling, Punctuation and Grammar and Writing.

##### Nationally Standardised Summative Assessment

This is the formal recognition of achievement:

- Completion of Early Years Baseline
- Early Years Foundation Stage Profile
- KS1 Optional Standard Assessment Tests (SATs)
- Year 1 Phonics Screening Check

- Year 4 Multiplication Tables Check
- Key Stage 2 Standard Assessment Tests (SATs)

Such summative assessment enables the Senior Leadership Team 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. It also enables teachers to understand national expectations and assess their own performance in the broader national context.

#### Management Information Systems:

At East Bridgford St Peter's CE Academy we use Cornerstones assessment to record and track pupil progress in all year groups. Teacher assessments are recorded at the end of each Assessment Point (November, March and June). The teachers assess each child using the 'on track' or 'not on track' system for Assessment Points 1 and 2. At the end of the Assessment Point 3 (June) teachers give a detailed assessment on the child's attainments based on 'working towards', 'working at' or 'working at greater depth' standard in relation to the child's ARE (age-related expectations). At the end of the Summer Term, the Senior Leadership Team analyses individual, group and cohort progress to set aspirational targets for pupils for the following Autumn term.

#### Example

##### Teacher assessment

Save School year 2022 - 2023 Term Autumn Y1 C1LL/ME Science

Attainment options ☒ Skills ☒ Specific knowledge ☒ Core knowledge Options Legend Instruct

55% 46 of this year's 83 planned Science objectives taught (skills or knowledge statements) have been taught at least once.

Autumn 2022/23				2022/23 Attainments
None	On track	Not on track	Year group	Assessment year
			Year 1	Year 1
				Prev. summer
				Not assessed
				46/46

#### Summative Maths and English Tests

Cornerstones Summative Tests are used to ascertain what learners have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for English and mathematics. The Summative Tests comprise of one paper, which is presented to learners as one booklet. The tests are administered at the end of each term. As a school, children will need to attain between 62-70% of the total in the tests to be assessed as 'on track'.

#### Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason, class teachers meet in Key Stage groups with relevant members of the Senior Leadership Team once a term or when appropriate to do so. The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised, and intervention groups planned. Trends across

cohorts, focus groups (see below), key stages and subject areas are collated and actioned as necessary.

### Target setting

Curriculum targets (the same as Year 2 and Year 6) are set for Reading, Writing and Maths during the first Pupil Progress Meeting of the school year. Additionally, Fisher Family Trust is used to support our target setting process.

In addition to these curriculum targets, a Phonics Screening Check target is also set for Year 1 pupils, and a Phonics Screening Check resit target is also set for Year 2 pupils (if applicable) who did not pass the test in Year 1.

Year 2 targets are discussed and agreed following analysis by the Senior Leadership Team and Chief Executive Officer (CEO) for our Multi Academy Trust (MAT) of the cohort's end of Year 1 data and against national standards.

Year 6 targets are set using the same process, and consider pupil progress data from Years 3, 4 and 5 also.

After agreement by Senior Leadership Team and the CEO of our MAT, these targets are shared with the school's Governing Body.

### Tracking of Groups

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as are particular focus groups: -

- Boys
- Girls
- Pupil Premium (Disadvantaged Pupils) and Free School Meals
- Persistent Absentees
- Special Educational Needs and Disabilities
- English as an Additional Language
- Able and Greater Depth
- Looked After Children
- Pupils with previous low attainment

### Inclusion

The principles of this assessment policy apply to all pupils. However, we recognise the fact that some of our pupils with Special Educational Needs and Disabilities (SEND) may not be accessing the National Curriculum. 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.

For pupils working below the national expected level of attainment, progress of these pupils is measured by Pre-Key Stage attainment criteria (PKS standards 1 -6) and / or B Squared attainment targets from another year group curriculum. Although these children will be identified as Zone 1, details of their Pre-Key Stage and B Squared attainment targets will be found in their individual named intervention and assessment folder.

### Assessment of Foundation Subjects

Foundation subjects are also assessed against National Curriculum expectations and Cornerstones Assessment.

### Reporting

Written reports are sent to parents each year in July. These reports inform parents of their children's progress and achievements. Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term - a meeting to discuss how each child is settling into a new class and to ensure that parents understand their child's strengths and targets for the academic year. Parents can look through their child's exercise books and write a message of encouragement to their child.
- Spring Term - a meeting where parents can look through their child's exercise books and discuss their child's progress towards their curriculum targets. Parents can write a message of encouragement to their child.

Parents can meet with the class teacher at any time, should they have any concerns, by arranging a meeting at a mutually convenient time.

*This policy will be reviewed every two years.*

*Policy reviewed and agreed by governors: 29<sup>th</sup> November 2023*

*Next Review: Autumn Term 2025*