



**Madron
Daniel
C of E School**

Our School Vision

‘Rise up, take courage and do it!’

Ezra 10:4

Our School Values

Hope, Courage and Perseverance

Assessment Policy June 2024

Policy Aim

At Madron Daniel Church of England Primary School, we aim to provide opportunities that will enable all children to become successful learners: who enjoy learning, make progress and achieve. At Madron Daniel, learning is a rewarding and enjoyable experience for everyone. The school's Christian values: hope, courage and perseverance are the characteristics that we aim to foster in our children everyday through our teaching and learning practice. These are lived in all aspects of school life through the school's vision: 'Rise up, take courage and do it' Ezra 10:4. We believe that the purpose of assessment is to move children on in their learning in order for them to reach their full potential now and in the future.

Through assessing, recording and reporting on children's work we aim to:

- Gain knowledge of children's ability to inform future provision and provide information to teachers, children, parents, Governors and other relevant parties.
- Provide feedback, which leads to children recognising their 'next steps' in learning and how to work towards achieving these.
- Provide evidence of a child's attainment and progress over their time in school which can be reported accurately and meaningfully to parents and other appropriate persons.

Principle of effective assessment in our school

- Compliance with statutory requirements

Assessment is at the heart of teaching and learning:

- To raise standards of attainment and behaviour.
- To improve children's attitudes and responses whilst promoting their self-esteem through sharing an understanding of the next steps in their learning process.
- To enable children to be involved in their own learning by providing effective honest feedback to close the gap between present performance and the future standards required.
- To enable teachers to have a secure knowledge of the children in their class and adapt their teaching to take into account the assessment information gathered in lessons.
- It is inclusive of all abilities and enables a child's performance to be tracked.
- To help identify children who are at risk of under-achievement and enable effective actions for these children.
- To provide meaningful and understandable information for parents or carers to understand the children's strengths and areas which need more support to aid progress.
- It is consistent, accurate and fairly administered (standardised with all staff using the same criteria) and moderated both internally and externally.
- Assessment is integral to lesson planning and results in children progressing.
- Assessment information is accessible to teachers, children, governors and parents in an appropriate format.

Types of Assessment

Formative

Formative assessment is an ongoing assessment carried out by teachers both formally and informally. The results of these assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against the National Curriculum and specific learning objectives and/or targets identified by the school.

Assessment techniques are based on Assessment for Learning (AFL) and include:

- *Clear communication of learning objectives.*
- *Marking in accordance with the school Feedback and Marking Policy.*
- *Teacher assessment of children's' performance on task.*
- *Teacher / child discussion and questioning (including higher order questions).*
- *Child self-evaluation – see the Feedback & Marking Policy for details about how children are involved in assessment.*
- *Peer evaluation.*
- *Teacher assessment of children's written work.*
- *Childs' performance in formal assessments.*

Summative

Formal summative assessments occur in line with the whole school yearly calendar (Appendix 1). They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for Reading, Writing and Maths are recorded on the school tracking system Insight. Phonic assessments will be made half-termly by the designated Phonics leader.

Using the outcomes of assessment:

- Class teachers use the outcomes of assessments to identify individual, group and class strengths as well as areas which may need improvement. These feed directly into the next steps, individual targets and planning. These findings are discussed in pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis on a 12-week cycle, or more frequently, to ensure that the school is on track to meet at least national expectations (progress and/or attainment) or are making accelerated progress to narrow the gaps.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

Judgements

It is important that judgements are consistent and accurate across the school. To ensure the following process is in place:

- During each term, teachers use a range of strategies, such as questioning, observing, marking etc to carry out on-going teacher assessments against the NC expectations.
- Summative judgements are made against objectives on the Insight tracking system once the objective has been taught and again when it has been revisited.
- At the end of each assessment cycle, teachers and SLT look at the assessments, review their knowledge of the children and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a child at this age and time of year?
- At the end of each assessment cycle teachers repeat the 'best fit' judgement on the Insight tracking system.
- Teachers make 'best fit' judgements using formative and summative evidence. Each judgement is divided into four steps: **Well Below**, **Just Below**, **Expected**, **Above**.

Judgements are:

Well below: Demonstrate some of the features of this year group's expectations or previous year groups expectations.

Just Below: Demonstrating more of the features of this year group's expectations. Some features may not be embedded.

Expected: Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

Above: demonstrate the child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.

Whilst we acknowledge that children do not all make progress at the same speed or time we expect children to make progress across the year. Children who are at risk of underachieving or are below Age Related Expectations (ARE) are highlighted at pupil progress meetings and interventions are put in place. A cause for referral form or Individual Learning Plan is completed and sent to the SENDCo where required.

When children achieve a expected judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated.

MONITORING

This ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress meetings with a member of the HT, SENDco and the class teacher.
- The Insight Tracker – step judgements updated on a 12-week cycle.
- The Insight Tracker – formative objectives updated regularly.
- Monitoring of children’s work by subject leaders.
- Interviews with children by subject and assessment leaders.
- Focused walk-throughs.
- Learning walks

PUPIL PROGRESS MEETINGS

Pupil progress meetings will occur in week 12 of the assessment cycle.

Additional mid-cycle meetings will take place for:

Year 1 – Phonics following assessments.

Year 2 – Phonics following assessments (throughout the Autumn & Spring Term).

Maths, Reading and Writing.

Year 6 - Maths, Reading and Writing.

EVALUATION

This ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings.
- In pupil progress meetings.
- Book and planning monitoring.
- In one to one discussions with children.

MODERATION

This confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams.
- At the end of an assessment cycle.
- In staff meetings.
- In some cases, by attending LA/Trust sessions to ensure our judgements are in line with other schools in the LA/Trust.
- During advisor visits.
- Where possible, in collaboration with cluster schools.

RECORDING

We record:

- To monitor progress.
- To recognise progress and achievement.
- To inform future planning.
- To document evidence.
- As a basis for reporting information to parents.
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal day to day records:

In school, marking children's work according to the feedback and marking policy enables teachers to keep records of the children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

Formal records include:

- Information held on trackers.
- Pupil progress meeting records.
- SEND information.
- The EYFS profile.
- Core subject specific trackers i.e. common exception words/ times tables.
- Phonic assessment information.

BASELINE

In EYFS, children will be assessed in the first six weeks using the statutory Reception Baseline assessment, which will be used to provide a snapshot of where the children are when they arrive at school and to show the progress they make throughout their time in school.

Teachers will also complete a baseline on all children against the EYFS framework during Autumn 1.

The baseline for Year 1 and above will be the previous Summer assessment information.

Children entering school mid-year, in all year groups, will be assessed in the first half term.

REPORTING

The school reports on child performance to a number of parties:

Parents:

When reporting to parents we aim to give an informed review of child progress, attitude and commitment in order to fully involve them in the education of their child.

- An end of Year written report, completed by the class teacher and endorsed by the Headteacher is sent to parents in July.
- Verbal reports are given to parents at parent's evening and at any given time when requested by the parents.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered and relevant action taken.
- The results of statutory assessment at EYFS, Year 1 and 2 Phonics and KS2 are reported to parents.
- Termly progress reports for parents from Insight.

Reporting to governors:

Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors.
- Anonymised data for cohorts, groups and categories (e.g. disadvantaged) children.
- Specific data requested by governors.
- Analysis of assessments done by HT, SLs etc.
- Access to ASP, IDSR and Cornwall Core Stats data.

Reporting to the LA/DFE:

The school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE.

Usually these are:

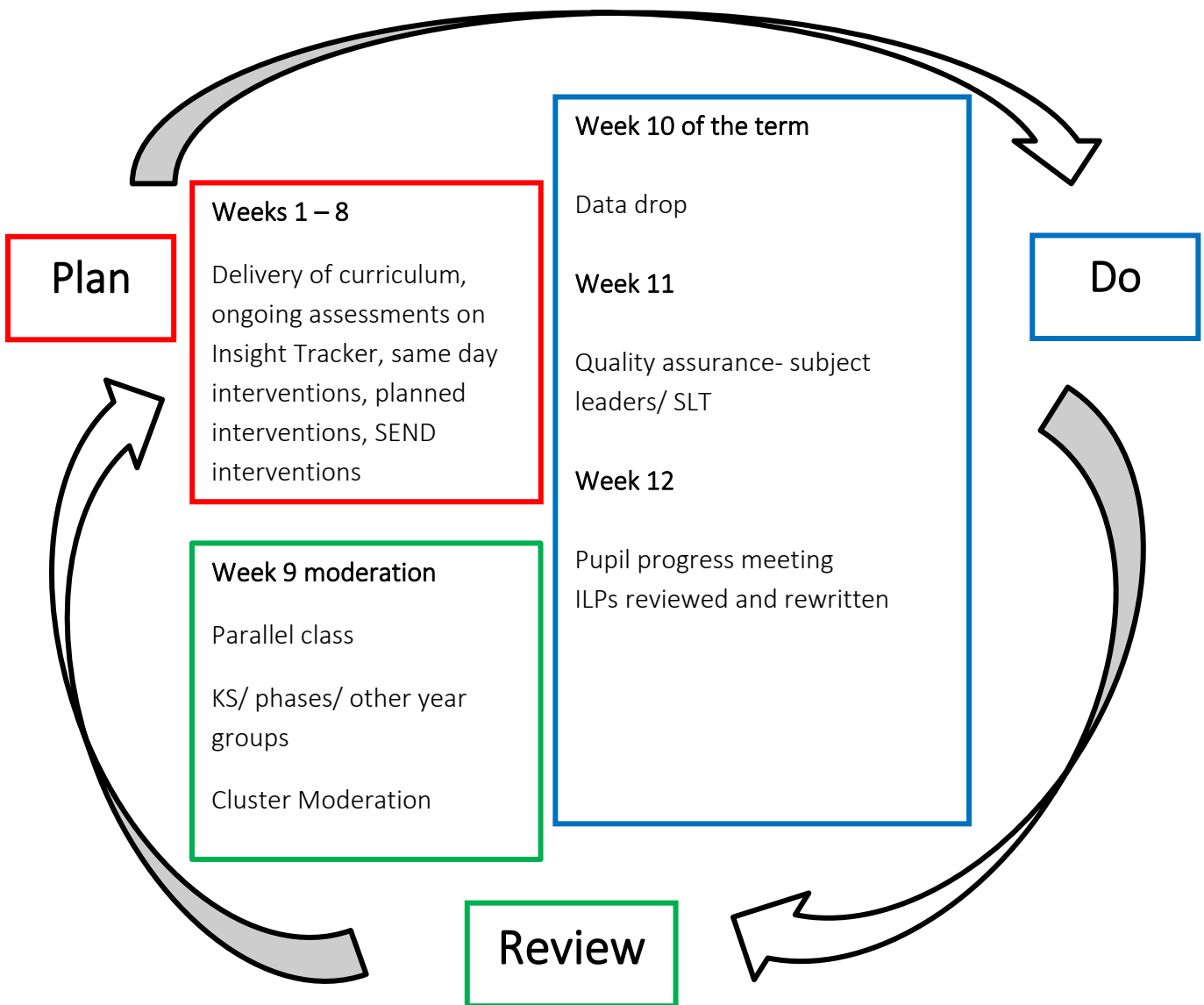
- EYFS outcomes.
- Year 1 Phonics outcomes.
- End of KS2 outcomes.

Transition:

It is important that accurate assessment information is transferred with children when they change teachers and/or school. This involves:

- All teachers have access to other year groups on the Insight Tracker.
- Transition staff meetings.
- SEND transition meetings where required.
- SEND / Vulnerable meetings between SEND Leader and CT.
- Feeder nurseries.
- KS3 transfer meetings.
- Other schools – child new to school/ leaving school.

Assessment Cycle – 12-week programme



New arrivals

When new children arrive, baseline assessments in Reading, Writing and Maths.
This should happen within the first 2 weeks.
EYFS baseline.

