



*St Nicolas C of E Academy*

*Together We Flourish*  
*Assessment Policy*

*Written: Summer 2023*



# **St Nicolas C of E Assessment Policy**

## **Vision and Values**

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.
- Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But some seeds fall on rich soil. So, the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

### **Together We Flourish**

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Love (Compassion and Friendship)
- Peace
- Thankfulness
- Perseverance
- Service
- Hope

Our one school rule of respect ensures everyone feels valued and is the lens through which all our values are viewed.

### **Equalities Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## **Legislation and guidance**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

## **Principles of assessment**

To ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used 'day-to-day' in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

## **Assessment approaches**

At St Nicolas we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### **In-school formative assessment**

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work (See appendix)
- Observations
- Pupil self-assessments
- Peer marking

### **In-school summative assessment**

Effective in-school summative assessment enables:

- **Senior Leadership Team (SLT)** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals.
- Each term, class teachers meet with the Headteacher and/or the SLT to discuss individual pupil progress, analysing progress and intervention programmes where used, and their impact on learning and progress.
- Targets are set for each year group, for reading, writing and mathematics, in terms of the percentage of pupils who are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, and the percentage of pupils working at age-related expectations or above.
- Targets are set for the percentage of pupils making good progress, exemplified, for example, by three steps progress in any one year. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year. Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand 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 improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child.

Children at St Nicolas are assessed periodically and progress and attainment data is recorded on the assessment system, O Track. These assessments are carried out three times a year, one in the autumn term, one in the spring term and one in the summer term. Teacher Judgements on O Track for Reading, Writing and Maths will relate to the National Curriculum age related expectations and will state whether a child is working towards age related expectation; at age related expectation or at greater depth. These assessments are used to monitor the performance of individuals, groups and cohorts, to identify where interventions may be required, and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment. Test materials are used at the end of units or the academic year to support teachers with making accurate teacher assessment judgements.

A range of in-school summative assessments will be used including, for example,

- end of year tests;
- short end of topic or unit tests or tasks;
- reviews of progress against individual targets for pupils with Special Educational Needs and Disabilities (SEND);
- teacher judgements on O Track relating to the National Curriculum age related expectations.

### **Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **SLT** 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.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year;
- Phonics screening check in Year 1;
- Multiplication Table Check in Year 4;
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

### **Reporting to parents**

Parents are given the opportunity to meet with teachers whenever the need arises as well as more formal Parent consultations which are held twice a year in the Autumn and Spring terms. Written annual reports to parents in the Summer include:

- Details of achievements in subjects and activities forming part of the school curriculum;
- comments on general progress;
- the pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances;
- the results of national statutory assessments.

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

We will make reasonable adjustments where a pupil, including those with special educational needs or disabilities, would be at a substantial disadvantage in undertaking an assessment. How reasonable the adjustment is will depend on a number of factors including the needs of the child, including those with special educational needs or disabilities. In this way we will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'

## **Training**

After joining the school, all teachers will be expected to read, and adhere to, this policy. There will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The SLT will ensure that best practice is shared and will endeavour to keep up to date with latest research. All teachers will be provided with the opportunity to attend moderation sessions with fellow teachers from a range of schools within the local area.

## **Roles and responsibilities**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

The Headteacher is responsible for:

- ensuring that the policy is adhered to;
- monitoring standards in core and foundation subjects;
- analysing pupil progress and attainment, including individual pupils and specific groups;
- prioritising key actions to address underachievement;
- reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers are responsible for:

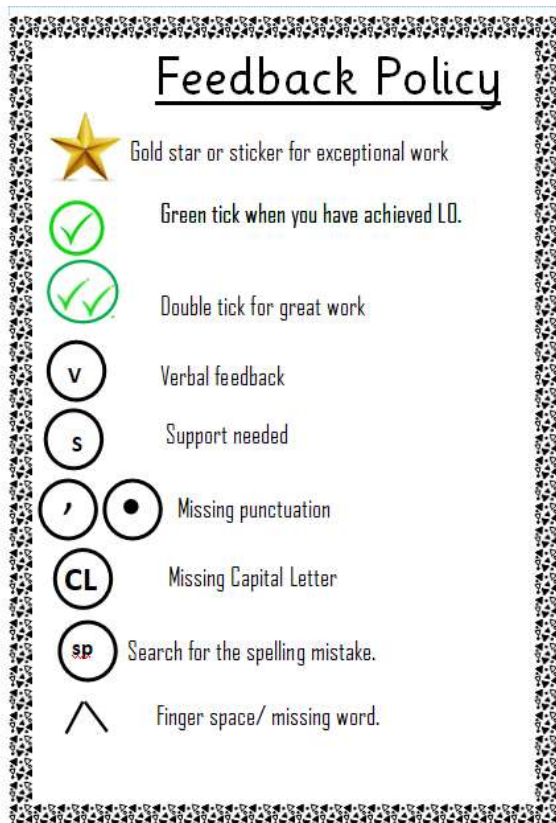
- adhering to the policy;
- periodically recording progress and attainment data on the school's assessment system, O Track;
- analysing pupil progress and attainment, including individual pupils and specific groups, within their class and year group;
- prioritising key actions which have been identified to address underachievement;
- where necessary, complete the four-part cycle, "assess, plan, do, review", to identify pupils' needs and to arrange additional support as required.

### **Evaluation, Review and Revision**

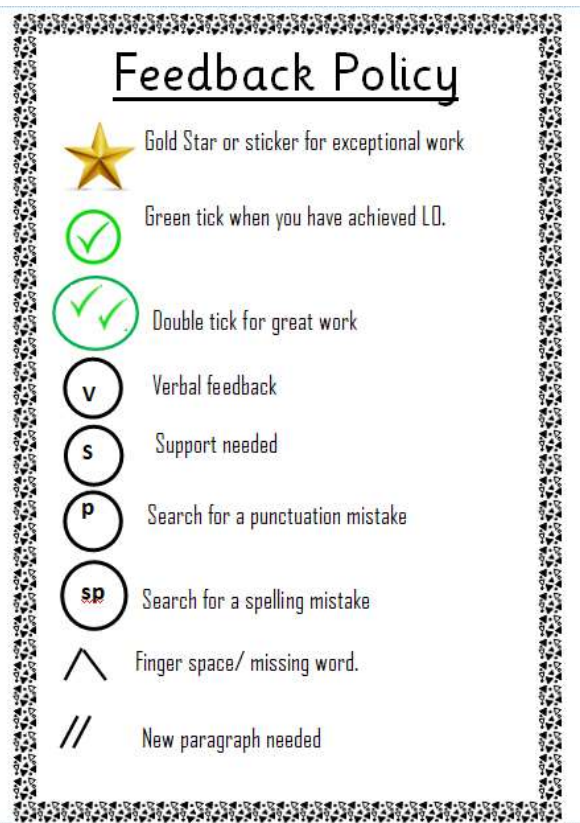
This policy was written in Summer 2023. It will be reviewed in three years' time or before, if it is felt appropriate. It was drawn up in consultation with, and reflects the consensus of opinion of, the Headteacher, members of the teaching staff and members of the Governing Body.

### **Appendix**

All teachers should feedback in a green pen. Children should use purple to polish.



For younger children



For older children