



# Assessment Policy

## Statement of Policy Intent

Assessment is essential in enabling pupils to make progress. The better the assessment and its use, the better opportunity there is for progress. 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

We want to ensure that assessment directly evaluates pupils' knowledge and understanding of curriculum requirements.

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 each area of assessment we will address

- Its purpose
- What form the assessment takes
- What form recording takes

## Legislation and Guidance

The Independent Schools Standards Regulations 2014 (ISSR) state that schools must demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

## What do we assess?

We assess against curriculum objectives

## Forms of Assessment

### Formative Assessment

This data is intended to inform teaching and learning.

#### **Its purpose is as follows:**

For pupils

To help pupils measure their understanding against curriculum objectives and to identify where they need to target their efforts to improve.

For teachers

To identify when pupils are struggling or ready to progress and to evaluate their own teaching and to plan future lessons.

For school leaders

To provide a level of assurance. If leaders are confident that formative assessment is being carried out then they can be assured that problems will be identified and each pupil will be appropriately supported.

**Day to day in school formative assessment takes the form of:**

- Question and answer/conversations during class
- Marking
- Observational assessment (particularly in the Early Years)
- Regular short recap quizzes
- Scanning work for progress and development
- Peer assessment

**It is recorded in a number of ways including:**

- Handwritten onto plans
- Comments written on lists next to pupil's name
- As marking in books
- In photos (especially in Early Years)
- as notes of observations of pupils (particularly in the Early Years)
- on Google Forms and Google Sheets
- onto the online tracker Educater

**It is communicated as follows:**

- Termly written reports to parents
- Parent meetings, including ad hoc meetings throughout the year
- To pupils in marking, verbal feedback and target setting

### **In school Summative Assessment**

**Its purpose is as follows:**

For pupils

To provide pupils with information about how well they have learned and understood a topic taught over a period of time and to provide feedback as to how they can continue to improve.

For parents

These can be reported to parents to inform them about achievement, progress and wider outcomes across a period, for example a half term.

For teachers

To evaluate pupil learning based on pupil level outcomes and the impact of their teaching based on class level outcomes

For school leaders

To monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

**In school summative assessment takes the form of:**

- Weekly spelling and times table tests
- End of unit and end of year tests
- Reviews for pupils with SEN
- teacher assessments at the end of each half term or term against curriculum objectives

**It is recorded as follows:**

- As marking in books
- Mark books on Integris
- on an assessment tracker on Google Drive
- As highlights against curriculum objectives

Autumn term- yellow highlighter

Spring term- green highlighter

Summer term- pink highlighter

OR

- Against curriculum objectives on Integris

**It is communicated as follows:**

- To pupils in marking and feedback
- To parents in reports

**Nationally Standardised Assessment**

**Its purpose is as follows:**

For pupils and parents

To provide information on a pupils ability in comparison to pupils nationally. In EYFS it has the added purpose of providing a baseline

For parents

To provide information on a pupils ability in comparison to pupils nationally

To provide parents with information as to which secondary schools it is realistic to apply for

For teachers

To compare underlying ability with day to day performance. To provide an analysis of areas of strength and weaknesses of classes and of individuals.

For school leaders

To monitor the performance of pupil cohorts in relation to underlying ability. To advise parents as to which secondary schools are realistic to apply to. To monitor areas of strength and weakness in classes and cohorts.

**Nationally Standardised Assessment takes the form of:**

Online or paper GL or CEM Assessments as set out on the assessment timetable for each year

**It is recorded as follows:**

On the Google Drive and on Integris

**It is communicated as follows:**

In parent meetings if appropriate

Via email from the Head in Years 4 and 5

**Inclusion**

The principles of this 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 needs and any requirements for support and intervention.

We will use meaningful ways of measuring progress and we will have the same high expectations of all pupils. However, this should account for the amount of effort as well as outcomes.

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.

## **Evaluation of the effectiveness of this policy**

The SLT and in particular the Head teacher will evaluate the effectiveness of this policy by the following means

1. Including assessment as an area to look at in lesson observations
2. Regular reviews of online assessment data
3. Regular "book looks"

The Teaching and Learning Governor will, with the guidance of the Head teacher, review summative assessment twice annually.

The criteria by which effectiveness of assessment practices will be evaluated are as follows

1. Is each pupil making appropriate progress
2. Are certain cohorts making appropriate progress, for example; boys, girls, SEN, summer born, More Able

## **Training and time to assess**

CPD each year will be given to training in assessment. This will sometimes be internally led and sometimes outside providers will be invited to ensure we are up to date with best practice.

Some staff meetings are allocated to inputting assessment data, analysing it and reporting to parents.

## **Collecting and Using Data**

Information about individuals is restricted under our data protection policy to:

- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes
- Parents

Approved by the Headteacher: September 2024

Review Date: September 2026