

Assessment Policy

This policy is to be read alongside our Teaching and Learning and Feedback Policy.

Introduction

Our aim at St. John's Primary School is that together we enable all children to 'Fly High Like an Eagle.' By adopting the following assessment aims and principles we believe that all pupils will develop into confident, successful and independent learners with a lifelong love of learning.

This policy is intended to provide all stakeholders with a clear overview of why, how, what and when we assess as a school.

Aims

We aim to:

- Enable **ALL** pupils to make good or better progress and reach their full potential.
- Identify what children know and what they need to learn next in order to make progress.
- Guide planning, teaching, additional support, deployment of staff, curriculum development and resources.
- Provide information that can be used to evaluate teaching and learning practice.
- Raise standards of achievement throughout the school.
- Regularly inform parents/carers to enable them to support their child's learning.
- Provide information to ensure continuity when the pupil changes year group or school.
- Motivate both pupils and teachers.
- Comply with statutory requirements. (See STA website)
- Inform the school's leadership about the effectiveness of the school and evaluate its performance.

Principles

Assessment is at the heart of teaching and learning

- Must inform curriculum planning as part of the cycle of teaching and learning
- Actively involves pupils in the process of self-assessment, encouraging them to review, reflect, record and evaluate their learning and achievements.
- Indicates learning successes and identifies areas for development.
- Focuses upon learning processes as well as learning outcomes.
- Ensures ambitious expectations are set.

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Assessment is honest

- Assessment outcomes are shared with parents/carers and leaders in an open, honest and transparent way to assist pupils with their learning;
- Assessment judgements are made with professional integrity and moderated by experienced professionals to ensure their accuracy and consistency.

Assessment is appropriate

- The purpose of any assessment process should be clear, relevant and fit for purpose and appropriate to the age and stage of the learner.
- Assessment is inclusive of all abilities; all children can achieve and therefore all assessment practice is in accordance with the Equality Act 2010.
- Assessment should draw on a range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or record keeping than is necessary.

Types of Assessment

There are two main types of assessment used at St. John's:

Formative Assessment

Is a day-to-day process of evaluating pupils' knowledge and understanding, identifying gaps and misconceptions to enable teaching to be tailored accordingly. Often referred to as Assessment **for** Learning (AfL), it is based on the principle that pupils will improve most if they understand the aim of the learning, where they are in relation to that aim and how to achieve it.

Summative Assessment

Is a snapshot at the end of a teaching period (end of a unit/topic, term or academic year) that captures a child's learning, usually giving a summary grade or score. Often referred to as Assessment **of** Learning, it reflects learning over a longer period of time.

See appendix for the different types of formative and summative assessment that we use at St John's.

See the Year Group pages on the school website for annual timetable of summative assessments.

Reporting

A written report outlining each child's personal characteristics and development, and attainment (in relation to national age-related expectations) in Reading, Writing and Maths is provided for all parents annually at the end of the summer term. The results of any statutory assessments will also be reported to parents/carers in line with government guidance.