

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 [Standards and Testing Agency \(STA\) 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
- Assessment should be purposeful and the aims should be clear.

Status: APPROVED

Version: 1.6

Date Approved: 21 November 2024

- We strive to achieve our aims without adding unnecessarily to teacher's workload and should always carry out an assessment Health Check and ask: is this data useful to teaching and learning?

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 demonstrate their achievement - through reasonable adjustments if necessary, 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; in core subjects this usually gives a summary grade or score. Often referred to as Assessment **of** Learning, it reflects learning over a longer period of time.

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/carers annually at the end of the summer term. This report will also refer to progress

across the curriculum and highlight any particular strengths or areas for development. The results of any statutory assessments will also be reported to parents/carers in line with government guidance.

Training

Teachers will be kept up to date with developments in assessment practice and the school will stay abreast of best practice.

Roles and responsibilities

Teachers are responsible for:

- Using assessment and their own analysis to identify opportunities to improve outcomes.
- Following the school's assessment procedures
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

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 performance by rigorously reviewing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

See appendix for the Assessment Timeline of activities throughout the year.

Due regard was taken by carrying out an EqIA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: ✓	Date: 21/11/24
--	-------------------------	-------------------