

## **CURZON C OF E COMBINED SCHOOL ASSESSMENT POLICY**

### **Rationale**

At Curzon we believe that assessment underpins good quality teaching and learning. Through assessment, teachers gain knowledge of each pupil's needs, achievements and strengths. Acting on this knowledge, they adapt their teaching and support to help pupils overcome difficulties, deepen their understanding and reach their full potential. At Curzon, we do not place a ceiling on attainment and have high expectations for all our pupils to achieve fully. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. We aim to develop our pupils as independent learners who reflect on their learning and achievements; respond to feedback; know their strengths and understand and actively seek to work on their next steps, recognising that praise and success are great motivators in the learning process. The school is committed to providing equality and diversity by ensuring that these are addressed in all school policies and their monitoring. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

### **Aims**

- To support quality teaching and learning by enabling teachers to use their assessments to plan effectively to meet the needs of the children they teach.
- To raise the achievement of all children throughout the school.
- To enable pupils to be actively involved in their own learning by recognising their own successes, identifying next steps in their learning and acting on feedback given.
- To provide parents with clear information about their children's attainment and progress and to enable them to also support their child's learning
- To maintain accurate records of the progress and attainment of children throughout the school
- To ensure consistency in assessment practices and judgements across the school.
- To enable governors to monitor all pupils' progress, including the school's current vulnerable groups.

### **There are three main forms of assessment:**

#### 1) In-school formative assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It is essential that teachers know how much progress has been made and that a child knows where they have been successful and what they need to work on next. Formative assessment draws on a wide range of evidence to provide a complete picture of student achievement. Teachers adapt their plans on a day by day basis in light of this information.

#### 2) In-school summative assessment

This enables teachers and leaders to evaluate how much a pupil has learned at the end of a teaching period. It is a "snap shot" picture of the child's achievement at a moment in time. Summative assessment helps inform whole school target setting and prediction of a cohort's future attainment. Summative assessment is important for informing children, parents and teachers of a child's attainment and progress.

#### 3) Nationally standardised summative assessment

This is used by the Government and school to compare achievement against national benchmarks. It provides information about the attainment and progress of children and groups at the end of each key stage.

Please see Appendix 1 for details of how we carry out each form of assessment.

### **Moderation**

Moderation is important to ensure a consistent approach to assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence to support judgements made. At Curzon we will ensure consistency through:

- Moderation with SMT and between year groups
- Holding staff meetings dedicated to moderating work
- Participation in Bucks/Learning Ladders moderation and training meetings
- Termly planning and book scrutiny by SMT
- Coaching/mentoring work with teachers by SMT
- Bucks local authority moderation for EYFS, Year 2 and Year 6

### **Reporting to Parents**

At Curzon we are committed to working in partnership with parents.

- Targets for writing are sent home and are reviewed at the end of each half term. Parents are informed how well their child has achieved in relation to these targets.
- Two parents' consultation evenings are held each year where parents receive written next steps.
- Our end of year reports communicate clearly children's achievements, strengths and next steps. They state how pupils are attaining in comparison to national age related expectations. Parents have the opportunity to discuss the report further with the teacher should they wish to do so.
- Termly meetings with parents of SEND pupils to discuss and review SEN Support Plans.
- We have an open door policy and actively seek the engagement and support of parents throughout their child's time at Curzon. We discuss pupil progress at the request of parents any time during the year.

### **Involving Children**

We believe that assessment is most effective when it is understood and acted on by the children. We place an emphasis on clear learning objectives and success criteria, in some lessons encouraging children to generate their own success criteria. At Curzon, we have a culture of self-assessment whereby pupils are expected to assess their learning at the end of activities (see Marking and Feedback Policy for details). Pupils are also involved in reviewing their termly writing targets, with older children selecting their own pieces of evidence to show understanding. At the end of each year, every child writes a personal reflection for their report, stating what they have achieved, enjoyed and learnt and what they think their next steps should be. Year 6 pupils are encouraged to attend Parents' Evenings to discuss their progress. SEND pupils write which aspects of their learning they will focus on in their termly SEN Support Plans. All pupils are expected to act on feedback given and time is planned for redrafting and correcting.

## **How do we define progress?**

Teachers use Learning Ladders as a checklist of national curriculum statements within each subject area. These are completed for each child on a half termly (writing) and termly basis (all other subjects). Most curriculum statements have the scope for three ticks (although some only have one, where there is a specific piece of knowledge to attain). Each child has the potential to gain 100 points by the end of the year. A child needs to gain between 80 and 100 points each year to meet national expectation and thus make on track progress. Any pupil gaining less than 80 points is considered to be making less than on track progress.

## **Accelerated progress is measured by:**

55+ points at the end of the Autumn term

75+ at the end of the Spring term

100+ at the end of the Summer term

Accelerated progress is also seen when a child 'crosses the threshold' ie from working towards the national expectation, to meeting the national expectation (or from below to working towards, or expected to exceeding national expectation).

## **Monitoring**

The Senior Management Team (SMT) monitors the implementation of the agreed assessment procedures throughout the school. **See Appendix 1 for full details.**

The SMT ensures that all teachers are kept up to date with assessment principles through in school training linked to the School Development Plan and attending courses by outside providers.

### **Monitoring of pupil's achievement**

The attainment and progress of individuals in each class is monitored and discussed in Pupil Progress Meetings every half term with a focus on those who are not achieving their potential or working below age related expectations for their year group. Any necessary strategies/interventions are identified for children not making expected rates of progress or not yet on track to reach end of year age related expectations. The SMT tracks the progress of groups as well as individuals across the school to ensure that every pupil has challenging and realistic next steps set for them and is able to achieve fully. The SMT reviews and evaluates the effectiveness of intervention programmes and adjusts provision accordingly. Pen Portraits are used to analyse in more depth the needs of vulnerable groups. Information about pupil progress and attainment is used to inform the School Development Plan. Governors receive and are given opportunities to question and discuss regular updates on progress during the school year including data reports on the school's performance at the end of key stage assessment (EYFS, KS1 and KS2) each year.

## **Linked Policies and Documents:**

- Appendix 1-details of our procedure, monitoring
- Marking and Feedback Policy
- SEN Policy
- Staff handbook-Effective use of Teaching Assistants

## **Review**

This policy has been agreed with staff and governors and will be reviewed every 2 years

September 2018