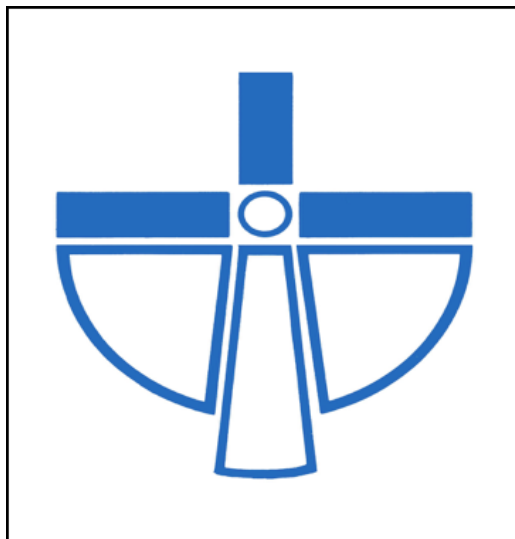


ST. MICHAEL'S CE SCHOOL



ASSESSMENT POLICY

NON-STATUTORY	
Reviewed By:	Hayley Bostock
Review Date:	Spring 2024
Governor Sign Off	Angela Harris
Next Review Due	Autumn 2025

ST. MICHAEL'S CE SCHOOL

ASSESSMENT POLICY

Mission: *St. Michael's Church of England School, established upon Christian foundations and living out the Christian faith, is committed to providing every child with an excellent education.*

Vision: We serve our community through the values of humility, gentleness, and compassion, where every child can flourish academically, personally, and spiritually, guided by the wisdom and love of God.

Bible Verse: "...your inner self, the unfading beauty of a gentle and quiet spirit, which is of great worth in God's sight." **1 Peter 3:3-4 (NIV)**

Motto: *Working together for the Good of All*

School Values

Love - Serve - Grow

Introduction

At St Michael's we have due regard for our duties under the Equality Act 2010. Through the delivery of this Policy we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

Principles of Assessment followed at St Michael's

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning should be part of effective planning of teaching and learning.

Teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work.

Assessment should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about areas for developments and how they might be addressed; provide opportunities for learners to improve upon their work. Staff will provide this in the form of VF (verbal feedback), boosting and pre teaching.

Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with additional educational needs, or who are gifted and talented, is the responsibility of the class teacher.

The Inclusion Manager and outside agencies are there to support the class teacher in providing an adapted curriculum in order for the child to achieve their full potential.

Assessment procedure supports all the aims and practices for the Inclusion policy in helping each child achieve their own potential.

Records and Information passed on from one year group to the next at the end of the Summer Term

- End of Year Reports
- SATs/ End of Year test results (NFERs)
- Y4 times table data
- Y1 phonics assessment
- SLT Termly Assessment reports
- Hodder results
- SEN Plans
- Pupil Progress Meeting notes

End of Year Reports

Parents receive a written record of their child's achievement in the Summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. These include assessment levels in each subject and summative assessment scores for Years 1-6.

End of Year Testing

- At the end of each term, Years 2 - 5 take NFER assessments which cover the elements from English and Maths.
- Year 1 take end of term assessments in the Spring and Summer term
- In Summer 1, Years 2 and 6 are tested/assessed through SATs whilst Years 1, 3, 4 and 5 are tested through the NFER assessments.
- In the Summer Term Year 1 complete a phonics assessment and Year 4 complete a multiplication test .

Insight

- Insight is used to implement formative and summative assessment throughout St. Michael's. It is used to monitor progress and attainment of each individual child. Teacher assessment results are entered regularly for formative assessment (as part of the PPA process) and termly for summative assessment. From this information, SLT will create a summary report for the Headteacher on the overall progress of the Whole School, Year Groups and specific pupil groups. Children who are underachieving will quickly be highlighted and provision will be made to support them.
- SLT Meetings to discuss assessment and progress are held.
- Termly reporting on Insight to SLT, the Headteacher and Governors ensures accountability and tracking of whole school data.

Work Scrutiny

- Annual KS1/KS2 SATs and end of year assessment analysis is carried out to inform future planning and the School Improvement Plan.
- Whole schoolwork audits are carried out in all subjects/faculties termly by members of SLT, Phase Managers and / or Faculty Leaders.

Evidence

Formative records

- Marking comments in exercise books
- Pre Teach
- Boosters
- Verbal feedback (during and post lessons)
- Interventions
- Insight
- Evidence Me (EYFS)

Summative records

- SATs and End of Year test results Y6
- Phonics data in Y1
- Timetable test results Y4
- Summer reports
- Autumn and Spring parents evenings
- NFER Test results
- Insight data
- Foundation profiles
- Analysis of School Data Dashboard (REU)
- Baseline (EYFS)