



Assessment Policy

This policy outlines expectations in relation to assessment, target setting, recording and reporting. It has been written in conjunction with the views of Governors, Teachers and Head Teacher and is based on current best practice and National Curriculum statutory procedures.

ASSESSMENT

We believe that assessment lies at the heart of the process that promotes children's learning. It provides clear educational objectives; provides a tool to inform curriculum planning and is a means by which the progress of pupils is monitored.

Assessment takes on three forms which form part and parcel of the daily routines within the classroom. It can be:

- **Formative:** This is the ongoing assessment carried out by teachers, formally and informally, that takes place within each lesson and throughout the year. Results have a direct and immediate impact on strategies, planning and resources.
- **Summative:** These are the specific and defined assessments that take place throughout the year at specified times, or on the completion of units of work. These are used to ascertain where a child is on track to be at the end of the year in relation to Age-Related Expectations. This information for an individual pupil provides accurate and individualised targets.
- **Diagnostic:** Any assessment carried out provides diagnostic evidence but there are specialised assessments used to provide more detailed data concerning the nature of a pupil's difficulties. These include tracking pupils through Performance Indicator for Value Added Target Setting (PIVATS). And using B Squared in order to show progress for SEN pupils.

Foundation Stage: On entry to reception, pupils are assessed in line with the Early Years Foundation Stage Profile (EYFSP). During the first four weeks of entry, observations will take place to inform an initial 'on-entry' baseline. On-going assessment will take place throughout the year and is recorded on the EYFSP using 2Simple and Sefton Early Years Tracker on SIMS; next steps are always identified and planned, ensuring children make good progress. Parents are asked throughout the year for additional information about what their child can do and this is included in the teacher assessment judgements.

At the end of the reception year, the EYFSP will summarise the areas of learning and teacher assessment will determine whether pupils have achieved a "Good Level of Development". This provides clear targets and direction for pupils as they leave the foundation stage and enter Key Stage One.

Key Stage One: On entry to Year One, most pupils will be working within the Year One curriculum. Some children (SEN support) will be tracked using PIVATs and BSquared if they are working too far below ARE. Formative, summative and diagnostic assessments continue to ensure accurate target setting, monitoring and planning. Phonics Screening Check will take place in June to ensure phonological development and reading is accurately assessed and monitored.

In Year Two, pupils will have a judgment made of their attainment against National Curriculum expected standards in reading, writing, mathematics and science. This assessment will be based on thorough teacher assessment which includes the statutory National Curriculum tests for the end of Key Stage One.

Key Stage Two: Ongoing formative and summative assessment continues as established in Key Stage One. Three times a year (approx. every 10 weeks) there will be summative assessment in reading and GAPS using PIRA and GPS. Writing will be assessed using writing from throughout the year. These assist in individual target setting and the development of the curriculum. Maths and Science assessments continue to take place at the end of each completed unit. Assessment in Foundation subjects has been developed to assess whether pupils are emerging, expected or exceeding in at the end of each year using the curriculum statements at the end of a block of work or topic.

Religious Education is assessed according to the current requirements from the Archdiocese of Liverpool and progress is tracked across the year and summatively at the end of the year in all year groups.

TARGET SETTING AND REVIEWS

Each teacher meets with the Head Teacher and Assessment Coordinator termly to discuss and review the current data for each pupil. The SENCO will also attend these meetings, when possible, for pupils with SEN

support plans or an EHC. Pupils are discussed individually and support is given where teachers feel a child is not making expected progress. Impact of Interventions are reviewed and adjustments made if needed. At the end of each academic year handover meetings take place with next year teacher to set and agree targets for the forthcoming year. Both sets of data are recorded on Sims for Reading, Writing, Maths, SPAG, and Science. RE will be added to Sims in 2020.

Moderation: Teachers meet regularly during staff meeting time or PPA time to moderate judgements in Writing, Reading, RE and Science. Foundation subject moderation takes place during the term with that subject focus. Moderation ensures teachers are making accurate and robust judgements. Teachers also attend LA moderation meetings, FLiP network moderation meetings and Capital TSA Maths Moderation meetings.

RECORDING

Records of assessment will be made in many different ways, both formal and informal. Evidence can be seen through teachers planning, children's books, EYFSP and Sims.

The recording of Foundation stage outcomes is in development, staff are using Focus Key Assessment criteria sheets to record attainment and progress.

REPORTING

There are three opportunities throughout the year (Autumn and Spring) where teachers report to parents, face to face, on pupil progress, attainment, effort and conduct. These meetings are to inform on the whole child and the curriculum they experience.

A written report is sent to parents annually in July. The report takes one of three forms depending upon the stage of education.

Foundation: A complete summary of all attainment within the EYFSP.

Year One: An outline of pupil progress in English, Maths, Science and Religious Education with a general summative comment. The Phonics Screening check score is also reported to parents.

Years 2 – 6: An outline of pupil progress and attainment in English, Maths, Science and Religious Education with a general summative comment. In Key Stage Two, pupils also receive comments on conduct, consideration for others, effort and care of equipment. Results of statutory testing in Year 2 and Year 6 are reported to parents in a separate letter in July.

The content of this policy is monitored termly to ensure that assessment remains meaningful and purposeful. The policy is reviewed annually.

Policy Reviewed: September 2021

Next Review: September 2022