



## **Assessment Policy**

### **Effective Date:**

May 2014

### **Date of minuted approval by the Board of Governors:**

10 December 2020

### **Review Committee:**

Local Governing Board

### **Next Review Date:**

Under Review

### **Owner(s):**

Deputy Headteacher – Head of School

### **The Intended Outcome of Our Assessment Policy is:**

To promote a transparent assessment cycle which unites data, pupil evidence and teacher judgements and to ensure pupil progress and attainment are the best they can be.

### **For the Pupil the Assessment Policy will:**

- support learning
- embrace and reflect the academic, social, emotional and moral development of pupils
- enable pupils to be fully involved in assessment processes so they know how to improve and become independent learners
- enable pupils to work towards their long term and short term learning goals
- motivate pupils and enhance self-esteem

### **The Teacher will:**

- use assessment processes that are appropriate to the learning activities in which the pupils are engaged
- use a range of assessment strategies on a day-to-day basis
- use continuous assessment to track pupil progress and attainment through provided technology and school assessment system (Classroom Monitor and Plickers)
- use Assessment for Learning strategies to inform planning and teaching, consequently accelerating progress and attainment
- base their assessment judgements on a wide range of evidence in order to obtain a holistic view of pupil's achievements
- use collaborative learning strategies to encourage peer assessment
- conduct two open evenings per academic year to inform parents/carers of their child's progress and attainment
- send termly updates to parents/carers to inform them of their child's progress and attainment
- for any new pupils, conduct a baseline assessment for Reading, Writing and Mathematics (these are then reviewed after one month).

### **The Senior Leadership Team will:**

- ensure that as an integral part of their continuing professional development (CPD) teachers should have opportunities to moderate the assessments they make in order to apply consistent judgements and thereby establish professional and public confidence in standards. Moderation will take place internally, within the Trust and beyond.

- make sure that information from assessment is used to support day-to-day learning and teaching
- use information that contributes to school self-evaluation processes
- ensure that all members of staff have a responsibility for assessment and should be involved in the development of practice across the school and the interpretation and use of the information generated

**Parents will:**

- be encouraged to be actively involved and contribute to the assessment process particularly in the Early Years
- be able to make appointments, as appropriate, to discuss their child's progress and will be given regular timetabled consultations within the school year

**Assessment Cycle**

<b>Autumn 1</b>	EYFS baseline data collected Open Evening (September/October) NFER baseline testing Y2-6
<b>Autumn 2</b>	Year 1 – Reading, Mathematics and Phonics tests completed by the pupils Year 2-6 – Reading, Mathematics and SPAG tests completed by the pupils  Marking and Moderation (both internal and external moderation) of Reading, Writing and Mathematics Teacher Assessments Finalised Areas for Development Identified by the Leadership Team Pupil Progress Meetings held by the Leadership Team Termly update sent to parents (December)
<b>Spring 2</b>	Year 1 – Reading and Maths tests completed by the pupils Year 2-6 – Reading, Maths and SPAG tests completed by the pupils Marking and Moderation by the Leadership Team of Reading, Writing and Maths Teacher Assessments Finalised Areas for Development Identified by the Leadership Team Pupil Progress Meetings held by the Leadership Team Open Evening (March/April) Termly update sent to parents (March/April)
<b>Summer 1</b>	If there are Easter starters in FS1, baseline data is collected
<b>Summer 2</b>	EYFS Profile Data submitted Year 1 Statutory Phonics Screening Tests completed (May/June) Year 2 SAT tests completed (May/June) Year 6 SAT tests completed (May) Year 1 – Reading and Maths tests completed by the pupils Year 2-6 – Reading, Maths and SPAG tests completed by the pupils  Marking and Moderation by the Leadership Team of Reading, Writing and Maths  Teacher Assessments Finalised Areas for Development Identified by the Leadership Team Pupil Progress Meetings held by the Leadership Team End of Year Report sent to parents (June/July)