



The Nar Valley Federation of Church Academies

Assessment Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
Date Approved by LGB:	13/02/2024
Review Date:	January 2026
Person Responsible:	Head Teacher

Summary of Changes

The policy has been amended as follows.

Page Ref.	Section	Amendment	Date of Change

Through our Christian Values we are an inclusive federation which strives to we enable all staff and children to: -

'Let your light shine'

Matthew 5:16

We aim to become a community which nurtures individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine.

Our values of respect, responsibility, kindness, courage, hope and forgiveness are clearly illustrated in the parable of the Good Samaritan (Luke 10:25-37). This powerful message provides a basis to enable our children to flourish and shine as unique individuals.

Introduction

We believe that effective assessment, recording and reporting provides information to improve Teaching and Learning. We use assessment to ascertain where the children are and the processes needed to move them on to the next steps. Assessment should be useful to the teacher and pupil and be used to inform future planning.

Parents should be given regular reports on the children's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment, recording and reporting in this Federation should:

- Be a central part of planning for teaching and learning
- Involve the learner wherever possible
- Be both formative and summative
- Be both manageable and useful
- Make it clear to parents how well the children are doing
- Enable teachers, children and parents to work together to raise standards

- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

Formative Assessment

Formative assessment is day to day on-going assessment based on how well children fulfil learning objectives. This provides feedback and involves children in improving their learning. Evidence does not have to be formal and may include: photos, post-its, anecdotes, recordings etc

Summative Assessment

Summative assessment is snapshot testing which establishes what a child can do at a particular point in time. This includes:

- Reception Baseline Assessment within the first 3 weeks of children starting in EYFS
- Phonics screener at the end of Yr 1 - repeated at the end of Year 2 for any children that did not pass at the end of Year 1
- Multiplication Check at the end of Y4.
- PIXL assessments in English and Maths for years 1-6 (Year 1 Spring and Summer Terms; Year 2 Autumn and Spring; Years 3 to 5 termly; and Year 6 half termly in Autumn and Spring)
- National Curriculum Tests at the end of Key Stage 1 (optional) and Key Stage 2 (statutory)
- Termly teacher assessment against the National Curriculum objectives taught thus far for each child.

Planning for Assessment

We use the National Curriculum 2014 to plan half-termly themes and guide our teaching.

- Teachers plan their lessons with clear learning intentions and include opportunities for formative and summative assessment.
- Teachers ensure that all tasks set are appropriate to each child's level of ability
- Question Level Analyses are completed following PiXL assessments, gaps identified and used to inform future planning for teaching and learning.
- Teachers share the learning intentions and assessment criteria to involve the children in self-assessment and peer assessment.

Target Setting

End of Year targets are set in Mathematics, Reading and Writing each year for all pupils in Years 1 to 6, and set for all EYFS strands in Reception. Targets for all children are reviewed termly at pupil progress meetings. In Year 6, targets are also reviewed and discussed weekly in PiXL Core Group Meetings.

Marking and Feedback to pupils

We believe that feedback should be regular, useful and constructive to the learner, identifying next steps to improve achievement. It should recognise both success and areas for improvement against the learning objectives, enabling the children to develop into reflective learners.

Marking and feedback should:

- Be manageable for both teacher and child
- Be appropriate to the age of the child
- Relate to the learning intentions shared with the children
- Allow specific time for the children to respond
- Encourage peer and self-assessment
- Give recognition to achievement
- Identify clear ways to deepen the learning
- Involve all adults that work in the classroom
- Use consistent codes throughout the school (as agreed marking policy January 2024)

Green Pen Editing

Some pieces of work require a response or editing from the child. This is done with a green pen. Children are given dedicated time to show that they have acted on the feedback.

Reporting to parents

We have a range of strategies that keep parents informed of their child's progress in school:

- We encourage parents to contact the school if they have any queries about any aspect of their child's school work.
- Parent consultations are held in the Autumn and Spring Terms.
- Annual Reports are written and sent home in the Summer Term. This is a report of the child's progress and achievements and also includes targets for next year. These may be learning or social targets. Parents are invited to discuss the report with their child's teacher if they wish.
- For Reception children, in addition to the annual report assessing progress against the Early Learning Goals, parents have access to 'Tapestry' which details the learning journey of their child in the Reception year. For parents that do not have online access at home, a hard copy can be made available if requested.
- In reports for Year 1, parents are informed of the results of their child's phonic screening check.
- In reports for Year 4, parents are informed of the results of their child's multiplication tables check
- In reports for Years 2-5 we provide details of the child's achievement against age-related expectations explaining whether the child is working towards, at, or greater depth. This judgement is based upon both formative and summative assessments.
- In reports for Year 6, we provide details of each child's achievement against national expectations in the form of a standardised score.
- Parents are always informed at the earliest opportunity of any concerns.

Achieving Consistency of Judgement

Teachers take opportunities to moderate with other professionals from the Federation, Clusters, Trust and Local Authority to check the accuracy of their judgements and ensure rigour in the assessment process. DNEAT produces bandings based on the PiXL assessments to standardise teacher assessments across the year groups within the Federation and wider Trust.

Evidence to support Teacher Assessment

Reading (evidence base supported by teacher marking)

- Reading comprehension
- Reading tests, e.g. PiXL, SATs papers, TestBase
- Reading tasks, e.g. from Read Write Inc Guided Reading books; including character descriptions, text interpretation, etc
- Individual reading records
- Recorded Observations (including discussions, questioning, noting responses)
- Observing pupils' behaviour and interactions with the text
- Pupils' self-assessment

Writing (evidence base supported by teacher marking)

- Extended AND shorter focused pieces of writing in a variety of different forms for a range of purposes
- Writing from across a range of curriculum areas, including core & foundation subjects
- Text annotation or visual organisers such as planning, thought mapping, storyboards or timelines
- Oral work such as pupil presentations to the class, contributions to class discussions, drama activities, film or discussions with teachers
- Pupils' self-assessment
- Handwriting, including letter formation, is assessed across all books and within handwriting lessons.

Maths

- Children's individual, paired or grouped learning
- Oral work such as pupil presentations to the class, contributions to class discussions, questioning or discussions with teachers
- Open ended tasks, e.g. problem solving and investigative maths sessions
- Tests, e.g. PiXL, Test Base or past papers internally administered
- Information from different curriculum areas, core and foundation subjects
- Tackling Tables is used to assess quick recall of multiplication and related division facts
- Pupils' self-assessment
- End of Key Stage Assessments

Monitoring and Review

This policy will be reviewed every two years or as necessary. Subject leaders, governors and the Headteacher will monitor the practice of assessment through lesson observations and scrutiny of work and plans.

The policy is the responsibility of the Governing Body..