



Our school vision is to embrace the spiritual, physical, intellectual, emotional and social development of all.
We strive for educational excellence by supporting and developing the following values:

Wisdom

Hope

Community

Dignity

Love

Assessment and Reporting Policy

Aims:

At Swimbridge CE Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles:

The principles that underpin assessment at Swimbridge CE Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.

- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. A 'Success Criteria' is shared, or formulated and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Swimbridge:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a lesson-by-lesson and day-to-day basis and to tailor teaching accordingly.

Summative Assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a unit/topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment:

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and traffic light cards to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of a lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Marking and feedback (see Marking and Feedback Policy).

Mastery Learning:

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end', (Commission on Assessment Without Levels).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Procedures – Summative Assessment:

End of Term Summative Tests and Teacher Assessments (Year 1 – 6)

Each term, apart from the Autumn term for children in year1, all children are tested using summative test papers (a combination of Cornerstones papers and past SATs papers are used as appropriate). These tests give a clear indication of whether pupils are working towards (WTS), meeting (EXS) or exceeding (GDS) year group expectations in Reading, Maths and SPaG for this time of the year.

At the end of each term, the summative and formative assessment information is scrutinised by the classteacher to provide a Teacher Assessment (TA) for Reading, Writing and Maths which determines whether the pupil is working towards (WTS), meeting (EXS) or exceeding (GDS) year group expectations for this time of the year. This teacher assessment is formally reported to parents together with a measure of progress (-, =, +) and a Behaviour for Learning (BFL) score (1,2,3)

The classteacher, SENDCo and Headteacher meet to discuss and analyse the results each term and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the Headteacher carefully tracks the progress of different groups within the school and compares the progress rate of different groups as appropriate and this information is then used to help plan to raise standards in any group identified as not making adequate progress.

Religious Education

The Understanding Christianity and Devon RE Syllabus units provide clear guidance for teachers on the content of lessons for each year group. Class teachers assess and record pupil progress against the RE learning ladder in line with the syllabus and these results are recorded alongside Reading, Writing and Maths each term.

Procedures - Assessment in the Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. The teacher collects this evidence using the Tapestry program. The class teacher logs onto this platform weekly and uses any evidence collected to inform their judgement of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages.

Parents are also encouraged to contribute to the overall learning picture of the child and are provided with a login to Tapestry to enable this process.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile

In the final term of Reception the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs).

The classteacher will indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging)

The Reception/Yr 1 teacher works closely with the other KS1 teacher and discusses each child's stage of development and learning needs. This close working partnership ensures that effective planning takes place in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYFS setting, including:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 SATs

All pupils will take the following tests/assessment activities at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) – OPTIONAL
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 SATs

All pupils will take the following tests/assessment activities at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 (year 2) and KS2 (year 6) pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to give an indication of our school's performance against other schools locally and nationally, however as a small school we are mindful that this data does not always provide the most accurate picture of the school's successes. The Headteacher, together with the Governors analyse the data carefully to make judgements about the school's effectiveness and this analysis of data, together with other factors are used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, it may be considered more appropriate for that child to be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

Assessment methods are adapted for some pupils with SEND. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests may be used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed using the Speech/Language Link test during their first few weeks in Reception. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our SENDCo, sometimes leading to a referral to S&L services. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals where appropriate.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Twice yearly Parent Consultation Meetings (Autumn and Early Summer term): these meetings focus on the curriculum – what pupils can do and what they need to do to improve.
- Termly Progress Reports: these include a teacher assessment for core areas of learning, incl RE, a progress indicator and Behaviour For Learning mark
- Annual Reports (Summer term): these include teacher assessment against end of year government expectations, a progress indicator and Behaviour For Learning mark.
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

- The Head Teacher's Report to Governors (termly)
- The minutes of the CSI Committee meetings.

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments by editing their work, addressing any questions posed and commands made by the teacher in their marking.
- They are encouraged to self-evaluate their work based on a success criteria.

Local Authority and Government (DfE)

- All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Management and Evaluation of Assessment

The Headteacher has responsibility for writing and maintaining the Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the Headteacher are used to monitor the effectiveness of formative assessment strategies used in class. The Headteacher also carries out termly Book Looks/Scrutiny with curriculum coordinators to evaluate the effectiveness of marking.

At the end of every term, the Headteacher meets with all teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments or children's work where appropriate and to show the progress made by vulnerable groups.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Swimbridge the following takes place:

- Termly book scrutiny and internal moderation of Reading, Writing and Mathematics (at whole staff meetings)
- Country and Coastal School Partnership(CCSP) Moderation
- South Molton Learning Community moderation events
- When selected, Local Authority moderation also takes place

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The Headteacher plans these termly in accordance with the School Improvement Plan. Outside training providers are also used. The Maths and Literacy Co-ordinators attend all relevant courses to stay up-to-date with current practice and disseminate information to all teaching staff.

Implementation of the Assessment Policy

This Policy was formulated by the Headteacher in liaison with all teachers (as a part of a staff meeting).

All pupils are made aware of the curriculum objectives they are expected to achieve and pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.

This Policy is updated at least every 3 years but also where needed based on school self-evaluation, the latest research and updates to government documents.

A copy of this Policy is available on our school website.