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St Peter's Church of England

Middle School



Assessment Policy

This policy was adopted on 11th July 2016

The policy is to be reviewed Autumn 2017

Andy Snipp, Head of School

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Chair of Local Governing Body**

St Peter's Church of England Middle School.

ASSESSMENT POLICY

This policy has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015), DFE National curriculum and assessment from September 2014: information for schools and NAHT Commission on Assessment (Feb 2014).

Link with other policies

This policy refers to the T&L, Marking and Feedback policy and Behaviour for Learning Policy

Our school vision and values have informed this policy. Our vision is to 'Rise above the Ordinary', inspired by our faith in Christ and in fellowship with our parents/carers, churches and communities. We want all of our students to reach their full potential in body, mind, heart and spirit and to be prepared for life's journey. This is encapsulated in our school motto: 'Rise above the Ordinary'

Values and Ethos:

The family of St Peter's school values the uniqueness of every student and is committed to meet the individual needs of each one. We develop and nurture a strong school fellowship based on the understanding that each individual is equal and valuable in the eyes of God.

Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Teaching and Learning Committee.

Principles of Assessment at our School

1. Assessment is at the heart of our teaching and learning because it provides evidence to guide our teaching and the opportunity for our students to demonstrate learning and review their progress.
2. Our assessment is fair, inclusive of all abilities and is free from bias towards factors that are not relevant to what the assessment intends to address.
3. In line with our value of integrity assessment is honest and compassionate. Outcomes are conveyed in an open, honest and transparent way to assist students with their learning. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious, places achievement in context against nationally standardised criteria and expected standards. Assessment embodies, through objective success criteria, a pathway of progress and development for every child. Assessment objectives set high expectations for learners.
5. Assessment is appropriate. The purpose of any assessment process is clearly stated. We believe conclusions regarding student achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information). Assessment draws on a wide range of evidence to provide a complete picture of student achievement. Assessment demands no more

procedures or records than are practically required to allow students, their parents and teachers to plan future learning.

5. In order for assessment to be trusted, another school value, assessment must be consistent. The results are readily understandable by third parties. A school's results are capable of comparison with other schools, both locally and nationally.

6. Assessment outcomes provide meaningful and understandable information for students in developing their learning, parents in supporting children with their learning and teachers in planning teaching and learning. We will use our wisdom to ensure assessment provides information that justifies the time spent; school leaders and governors in planning and allocating resources.

7. Honest and compassionate Assessment feedback should inspire greater effort and a belief that, through fellowship, hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.
- The Headteacher is responsible for assessment within the school. Key stage leaders are responsible for ensuring the assessment policy is implemented by their Key Stage teams.
- All staff are regularly trained in our approach to assessment. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. There will be an emphasis on teachers having a good understanding of assessment and assessment practice, following assessment for learning principles, as well as the software we use to track progress and report, every long term, to governors and parents. Continuing professional development may take various forms including staff meetings, face to face, opportunities provided by our trust and with our local middle schools.
- In line with the Commission on Assessment without levels (September 2015) we recognise three broad overarching forms of assessment; day to day in school formative assessment, in school summative assessment (end of year 8 exams) and nationally standardised summative assessment at the end of key stage 2. However, as a middle school we will use the SATs as a form of external formative assessment.

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, students and parents plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other middle schools.

- In line with DFE 'National curriculum and assessment from September 2014: Information for schools' our assessment system enables us to check what students have learned and whether they are on track to meet expectations at the end of the key stage and report regularly to parents.
- We assess students against Key Performance Indicators (KPIs) which are short, discrete, qualitative and concrete descriptions of what a student is expected to know and be able to do.
- KPIs are derived from the school curriculum, which is composed of the national Curriculum. KPIs will be identified in schemes of learning, (SoL).
- Learning questions based on KPIs will be used to plan lessons. Student achievement in tasks designed to find out what they have learnt, understood and can do will be assessed using differentiated success criteria; bronze, silver and gold.
- KPIs for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have secured by the end of each year. We do recognise that children's progress may not fit neatly into school years, so we have chosen the language of 'bands' as used by our trust to avoid misunderstanding. Children may be working above or below their school year or 'band' and we will value the progress of children with special needs as much as any other group. Where required we will use P scales to ensure appropriate challenge and progression for students with SEN.
- The achievement of each student is assessed against all the relevant KPIs at appropriate times of the school year. We will conduct formal assessments every short term. For core subjects, English, mathematics and science this will be through externally assessed tests against the KPI's from current and previous bands. For all other subjects this will be through topic based units with a summative test at the end of the year. SoL have been created to identify KPI's for each term / unit of work. SoL will need to be regularly reviewed and it will take time before we develop a sense of how many criteria from each year's expectations are normally met in the autumn, spring and summer terms, and that this will also vary by subject.
- Informal, formative assessment, will take place continually both in lessons (questioning, peer marking, discussions) and through marking as determined by marking and feedback policy. Assessment will be made against the success criteria known and understood by the students and in the best practise created with the children. Teachers will use this formative assessment to evaluate how well students have understood the learning question posed that lesson/day/week and use this to inform future planning - see T&L policy.
- To allow for comparison with other schools in our Trust we will use the language of 'beginning', (b/1) 'working within' (w/2) and 'secure' (s/3) - working at greater depth. Each student is formally assessed as either b, w or s against each relevant criterion contained in our expectations for that year. Students who have
 - 0 – 30% of the criteria achieved will be beginning, B, below age related
 - 31-50% of the criteria achieved beginning+, B+, below age related
 - 51%-70% of the criteria achieved will be working within, W, below age related

- 71% - 90% of the criteria will be working within +, W+ at age related expectation
- 91% - 100% achieved the KPIs for the band are secure, S at age related expectation
- Working at greater depth for more than 30% of the band will be secure+, S+, above age related expectation

- For those students meeting and exceeding the expected standards, S+, we provide more challenging work to ensure the knowledge and understanding can be readily used and applied. Where a student is assessed as exceeding the relevant criteria in a subject for that year, and they have shown they can fluently use and apply this knowledge, they will also be assessed against the criteria in that subject for the year above.

- Assessment judgements are recorded and backed by a body of evidence created using work within exercise books, observations, records of work (photographs, work in exercise books, video) and testing. In line with KS2 advice on teacher assessment evidence for writing will be principally in exercise books.

- To make sure our assessments are fair, reliable and valid assessment judgements are moderated by colleagues in school every six weeks and by colleagues in other schools belonging to our trust or local middle schools, annually.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their students and classes.

- Teachers use this data to plan the learning for every student to ensure they meet or exceed expectations. Every six weeks Teachers and key stage leaders will analyse the data for classes as part of student progress meetings to ensure that all students are making at least expected progress, that all students are suitably stretched and where appropriate students 'catch up and keep'. With the support of the Key Stage Leader, Teachers will use the data to plan appropriate interventions (homework, targeted in class support, additional lessons) and use this data to evaluate their own teaching of particular topics or concepts and update SoL – see T&L policy.

- Leadership team will analyse the data across the school and prepare a report for the governing body identifying proportion of students meeting the relevant year's KPIs, the strategies in place to ensure all students are suitably stretched and making progress and the impact these strategies/interventions have had.

- The information from assessment is communicated to parents and students on a termly basis through interim reports at the end of the autumn term, a structured conversation during the spring term and a written report at the end of the summer term. Parents and students receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development through the use of merits, certificates and postcards home – see behaviour for learning policy.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Discussed by the staff: February 2016

Discussed by the Governing Body: March 2016

Approved by LGB May 2016

For review on or before April 2019