



St Mary and St John Church of England Primary School

'Let all that you do be done in love.'
1 Corinthians 16:14'

Assessment, Moderation and Reporting Policy

This Policy reflects our vision: "Let all that you do be done in love." (1 Corinthians 16:14). Our Christian values are the foundation of all we do, and we are committed to making St Mary & St John an inclusive environment, fostering curiosity, spirituality, creativity and respect. At our school we want everyone to be valued, to explore the joy of learning, and to achieve their full potential.

Our assessment policy aims to ensure:

- Everyone plays an important role in contributing to the positive ethos evident in our school.
- Resilience is nurtured, alongside the aspiration to develop a sense of curiosity and interest in the wider world.
- High expectations are set to enable pupils to become independent, creative and resilient learners in an aspirational school
- A mind-set is encouraged that allows everyone to learn by their mistakes and adopt a 'can do' approach towards challenge.
- Learning starts with the views and ideas of the child, allowing them to be free to express their thoughts and opinions.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Purpose of Assessment

By assessing pupils accurately and consistently and recording key information we:

- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify an appropriate curriculum for each pupil;
- Identify "next steps" for each pupil and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each pupil is making over time;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share achievement.

Principles of assessment are:-

- To raise standards of learning
- To provide information for target setting for individuals, groups and cohorts
- To provide information to support progression in learning through planning

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- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

The Leadership Team aims to:

- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Support teachers in sharing this process with colleagues;
- Help teachers make well-founded judgements about pupils' attainments and progress;
- Track the attainments and progress of individual pupils and pupil groups over time;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and the use made of assessment information;
- Collate information that enables the Governing Body to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

Pupils with significant medical needs, including degenerative conditions, and those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process. For example, it is very difficult to assess a pupil's attention to stimuli if they are only alert for part of the day or if their physical control is such that they show few unambiguous responses. For these pupils the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response. It is equally difficult to assess learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses. Adjustments for SEN can be made, which could include:

- Readers
- Scribes
- Additional time

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Mary and St John CE Primary School we will:

- Evaluate pupils' learning during and after lessons to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set challenging targets for each child in numeracy and literacy
- Regularly share these targets with parents to include them in supporting their child's learning
- Ensure teachers are using both formative and summative assessment to assess children's progress
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives

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- Mark work constructively and informatively
- Complete formal assessments according to the school schedule
- Use Assessment for Learning strategies such as:
 - working walls
 - targets
 - success criteria
 - pupil voice
 - self and peer evaluation
 - discussion and talk
 - the learning environment (displays, culture etc.)
 - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

To achieve this at St Mary and St John CE Primary School the Teachers will: -

- Follow the Assessment schedule and update the data on a regular basis.
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets and progress for individuals and use the information to identify intervention groups
- Set cohort targets for numeracy and literacy and share information with Headteacher, Assessment Leader, SENCO, subject leaders and governors
- Work with colleagues and other schools to moderate writing levels.
- Analyse data following each of the 3 formal assessment points, and also track 'value added' progress made.
- Pass cohort data and analysis to the next teacher.

The Leadership Team will also:

- Highlight pupils who have not made expected progress and discuss these pupils on a termly basis with teachers in the Pupil Progress meetings.
- Analyse results to identify attainment and progress made by pupils and for specific groups of pupils such as Pupil Premium children (Free School Meals, Ever 6, service children and Children We Care For), gender groups, vulnerable children and children who speak English as an additional language.
- Report to governors regarding the policy, statutory test results and cohort targets.

Reporting

At St Mary and St John CE Primary School we will:-

- Provide opportunities for parent consultation evenings twice a year so that parents can discuss how well their child has settled, progress they have made, and how well they will transition into the forthcoming year.
- Provide a yearly written report.
- Ensure results of statutory tests at the end of Year 6 are reported to parents
- Provide ad hoc feedback to parents and carers in case of case of concern over pupil progress
- Discuss pupil progress at the request of parent by appointment.

Moderation

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Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At St Mary and St John CE Primary School we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, communicate findings to members of staff
- Participate in moderation schemes with other local schools, and the Local Authority for EYFS, KS1 and KS2
- Provide feedback to raise standards further and to provide continuity

Last reviewed: March 2022

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