



Policy and Curriculum Guidance for Assessment for Learning

Developed by Senior Leaders: March 2023

Review date: March 2025

(This policy should be read in conjunction with our Teaching and Learning Policy, Marking Policy, Homework policy and other curriculum policies)

1. The principles and aims of assessment

There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*

In-school summative assessment, for example:

- *Termly tests such as NFER*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1 & phonic check (Yr 1/2)*

1.1 The primary purposes of day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual

level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

*"Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning."*
Ofsted Handbook, 2015

1.2 The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where

schools may be operating within a common system (for example, an academy chain).

For Ofsted:

Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

However, Ofsted will not:

- grade individual lessons
- create unnecessary workload for teachers through its recommendations
- advocate a particular method of planning (including lesson planning), teaching or assessment; it is up to schools to determine their practices and it is up to leadership teams to justify these on their own merits rather than by referring to the Ofsted handbook (Extract taken from School Inspection Handbook 2019, Ofsted)

1.3 The primary purposes of nationally standardised summative assessment

For pupils and parents:

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

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Good practice

Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide

teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it.

2. Arrangements for the governance, management and evaluation of assessment

The Head teacher, together with the senior leadership team, is responsible for ensuring that the assessment policy is maintained and followed. Moderation, within school and externally, and analysis of data will ensure that the effectiveness of the assessment practices is monitored rigorously.

3. Information about how assessment outcomes will be collected and used

The data to be collected will include:

- % of children below, at and exceeding age related expectations.
- % pupils making expected and more than expected progress. Expected progress is 3 steps.
- Collect information for all significant groups, Disadvantaged, SEND, Boys, Girls, EAL, Term of birth in Reception, High Attainers.
- Standardised scores will be collected in Reading and Maths

We will use this information to identify the next steps in learning and to make changes to provision, for example, intervention groups, adapting planning.

Assessment data will be shared with pupils, parents, staff, Governors and Trust Board.

A termly update on individual progress will be sent home to parents. Overviews of analysis for different groups will be shared with senior and middle leaders, governors, Trust Board and external sources such as Ofsted.

Pupil data will only be collected termly with a focus on formative rather than summative assessment.

We will ensure that we conduct regular moderation in school, with local cluster schools and the Local Authority.

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

Assessment is moderated on a termly basis and CPD for staff is fed in to the staff meeting timetable. Staff work together in year group teams to ensure consistency of assessments and moderate their judgements with other staff across the local authority.

The Headteacher and Senior Leadership team will ensure staff have continuing CPD linked to priorities in the school development plan.

5. Our approach to different forms of assessment

5.1 Day-to-day in-school formative assessment

Day-to-day in-school formative assessment at St Peter's:

- Question and answer sessions during class including revision of previous learning to consolidate
- Marking of pupils' work - CTG, Next steps, Extension tasks
- Observational assessment
- Regular short re-cap quizzes
- Self and Peer assessment

Key objectives are ticked/dated when the children have achieved them.

All pupils are involved in assessment daily through self and peer assessment.

SEND pupils access a curriculum appropriate to their stage rather than age, for pupils not working within the national curriculum small steps of progress are measured through individual provision maps.

5.2 In-school summative assessment

Principles of in-school summative assessment

In Reception, parents are given termly targets linked to their child's current age and stage in each of the 17 Early Learning Goals. Read, Write, Inc homework is linked to this.

Progress is reported termly, at Parent Evenings and through the Annual report. Parents of Disadvantaged pupils and SEND pupils have additional parent meetings to review targets that have been set.

At St Peter's we use Baseline Assessments in Reception and standardised tests in maths and reading in Year 1 to 6. We moderate with our Trust schools and the Local Authority.

6. Implementation

Development of this policy has involved all staff to ensure effective buy in and to help build strong links to teaching and learning.

This policy will be reviewed on a two year cycle.

Appendix 1 Classroom Practice

At St Peter's CE Primary School & Nursery, assessment for learning will take place using the following strategies:

1. By sharing the learning objective
2. Developing and sharing the success criteria
3. Using rich questioning
4. Using self-assessment and peer assessment to identify what pupils are doing well and their next steps
5. By providing effective feedback and marking which will take the form of close the gap tasks, extension and next steps marking according to need.

These strategies will be carried out by following the statements below:

1. Sharing the Learning Objective

The Learning Objective identifies the skills or concept being learned and this must be shared at the start of every lesson.

2. Develop and Share Success Criteria

Within English, Science and Foundation subjects, the success criteria will break down the learning objective and clarify what the children will know, understand and be able to do in order to achieve the learning objective.

To encourage children to take responsibility for their learning, Teachers will:

- Explain and generate the success criteria for the task in hand
- Ensure the children have interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place.
- Describe what they are looking for in the lesson so that pupils know the standards they are aiming for and have key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation.
- When appropriate, pupils will either contribute to or write their own success criteria/ steps to success.

3. Develop Rich Questioning

Teachers will develop rich questioning skills within the children by:

- Supporting a whole school approach to our values curriculum by reinforcing the key concepts explicitly within their own classrooms
- Providing a high proportion of high order questions
- Providing time for pupils to think about and discuss their responses to questions
- Providing supplementary questions to extend understanding

- Providing questions that encourage pupils to reflect on their thinking
- Providing opportunities for pupils to generate questions.

Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

4. Self and Peer Assessment

Suggested Differentiation for Self & Peer Assessment

Year Group	Assessment Format
Reception	(Depending on cohort) Introduce smiley faces and use in all recorded work.
Year 1	Continue to use smiley faces as and when appropriate for either self or peer assessment. Introduce ticking of Success Criteria when appropriate.
Year 2	Ticking of Success Criteria when appropriate.
Year 3	Ticking of Success Criteria when appropriate.
Year 4	Ticking of Success Criteria
Year 5	Ticking of Success Criteria
Year 6	Ticking of Success Criteria

5. Effective Feedback and Marking (see marking policy for more detail)

Clear and Consistent “Closing the Gap” Marking and feedback as part of effective Assessment for Learning policy and practice, will ensure that all pupils at St Peter’s enjoy learning and achieve well.

Effective marking and feedback:

- Relates feedback to the success criteria or learning objective
- Gives next steps
- Scrutinises pupils’ work to find areas for improvement
- Informs the teacher’s planning for future teaching and learning
- Moves learning forwards
- Comments should be addressed to children

Through our marking and feedback we will enable children to:

- Be involved in and take responsibility for their own learning
- Use feedback from a teacher, teaching assistant or peer to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers

- Be able to evaluate their own work against the success criteria or learning objective and know how they are making progress
- Improve the quality of their work
- Understand where and how their current learning fits into the bigger picture
- Identify an aspect of their work that could become a personal target
- Be able to discuss their personal targets and the progress they are making
- Be proud when targets have been achieved