



Assessment Policy Statement

The assessment system followed in school is totally personalised to each child where every knowledge and skills within each subject are assessed. This empowers teachers, children and parents.

To ensure that progress is evident across all National Curriculum subjects, ongoing teacher assessment is vital as part of effective quality first teaching. Both teacher assessment and testing are important methods to ensure that every child makes their best possible progress.

Assessment continues to be at the heart of teaching and learning at Clarendon Primary School; it is fair, honest, ambitious, appropriate and consistent. We have taken the lead in developing our curriculum and assessment systems that meet the needs of all our children. We monitor progress, measurable learning that takes place between one year group to another for example Year 2 to Year 6, as well as attainment, age related expectations for a particular year group, to understand the specific needs of each child.

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

Aims and objectives of assessment at Clarendon Primary School

- To provide rich-open-ended learning activities that are well matched to the children's starting points and that allow children to extend their skills and develop their thinking
- Ensure that children make identifiable progress in lessons, against specific learning objectives and success criteria, enabled by quality, constructive feedback and marking, collaborative peer discussion and self-assessment
- to help children understand what they need to do next to improve their work
- use continuous assessment of the progress children are making in their lessons to evaluate and plan further teaching
- to provide regular information for parents that enables them to support their child's learning
- to provide school leaders and governors with information that allows them to make judgments about the effectiveness of the school

Clarendon's Approach to Assessment

Each child has subject objectives/skills that they need to work towards throughout the course of the academic year. These are produced into an individual objective booklet that is attached to the front cover of each child's workbook. Targets are set each half term and these are communicated with home via the child's reading diaries. As knowledge and skills are acquired, and independent evidence has been observed, objectives are highlighted in their workbooks.

At Clarendon when we report to parents about a child's progress, we will refer to children as '**emerging**', '**developing**' or '**secure**' at various points of the year. These terms refer to how the children are progressing through the year group age related curriculum expectations. The children are also and more importantly assessed against how they use the knowledge and skills they have acquired to be able to further develop their own learning. So that we can monitor how well children can apply their skills independently we are also using '#' to indicate progress.

There are four Overall Ratings - Rating 1[#1] is the lowest and Rating 4 [#4] is the highest.

Depth and Application of learning – overall mastery rating			
#1 (low)	#2 (expected)	#3 (good)	#4 (very good)
This is below the expected standard depth of application and understanding.	This is the expected standard depth of application and understanding.	This is above the expected standard depth of application and understanding.	This is well above the expected standard depth of application and understanding.
Does not apply their learning.	Average application of learning.	Good application of learning.	Very good application of learning.

Formative Assessment

Formative assessment is a powerful way of raising children's achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

METHODS

At Clarendon Primary School we:

- Assess the performance of the children at all stages of the lesson adapting and refining the learning process where necessary
- Provide children of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential
- Ensure questioning stretches the thinking of all children and provides opportunity for thought and challenge
- Identify those children with particular needs (including those who are more able) so that any misconceptions can be addressed in subsequent lessons and any appropriate intervention can be organised in consultation with the SENCO or Curriculum/Assessment Deputy
- Adjust plans to meet the needs of all children, adapting learning objectives where appropriate

- Ensure children are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in Maths, Reading and Writing half termly and discuss these with the children so that they are actively involved in the process. These are shared with parents and carers via the child's reading diaries
- Encourage children to evaluate their own work against success criteria based upon specific, key learning objectives
- Encourage children to self-assess their own work against their own individual targets and learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Give children the opportunity to respond verbally and in writing to their teacher's marking
- Assess all subjects half termly using a common format and make relevant comments about children's progress, especially those working below age related expectations
- Assess reading by reading regularly with every child and encourage daily reading at home
- Make observations against all areas of learning/ development in the EYFS to assess the progress of each child in comparison to their baseline assessment

Summative Assessment - Assessment of Learning

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific subject on a specific date
- provide standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, Year 1, Year 4 and Key Stage 2 are met
- provide information about cohort areas of strength and weakness to build from in the future

At Clarendon Primary School we;

- follow an assessment cycle and update the performance information on Educater each half term

- use performance information stored in Educater to analyse the attainment and progress of each class and discuss findings and outcomes at a half termly pupil progress meeting with appropriate members of the class team
- analyse the performance information and review targets for individuals and groups and use the information to identify intervention strategies; including those for children who are more able, those with special educational needs, English as an Additional Language including International New Arrivals and disadvantaged children in receipt of Pupil Premium Funding
- set cohort targets for English and Maths and share information with the SLT, the SENCO, Key Stage Assistant Heads and subject curriculum groups and governors
- work with colleagues at school and in local schools to moderate assessment judgments for writing, reading and maths each term
- analyse performance information at the end of the academic year to track levels of more than expected progress made by cohorts, groups of pupils and individuals
- Set child related expectation targets for the children in B Squared, who are working within Standards which are significantly below the age-related expectations of the National Curriculum. Performance can then tracked against these targets to ensure all steps of progress are both identified and celebrated
- Teachers use ongoing teacher assessment against National Curriculum objectives as well as the outcomes of assessments to summarise and analyse attainment and progress for their children and classes
- Teachers use performance information to plan the learning for every child to ensure they meet or exceed expectations
- Teachers analyse the performance information for their class each half term and update the 'Vulnerable Group Gap Analysis' Headline Data sheet
- Teachers and leaders analyse the performance information across the school to ensure that children identified as vulnerable or at particular risk at Clarendon are making progress and that all children are suitably stretched
- IDSR/ ASP performance information, the Local Authority Data Pack and whole school analysis from each term are used to help analyse the attainment and progress of the children and all findings are reported to parents and governors

Reporting to parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The individual end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Clarendon Primary School we:

- Provide opportunities for at least two parent evenings per year so that parents can discuss their child's attainment and progress and overall performance at school
- Provide an end of year written report which includes results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss children's progress at the request of parents by appointment

Review:

This policy is subject to review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit.

Annual Assessment Cycle

Generation of Performance Information, Evaluation and Next Steps

Chronological steps actioned each half term by teachers:

- Children not making expected progress are included on the intervention tracker
 - Intervention/ Disadvantaged children tracker updated with additional support and learning opportunities flagged
 - Class Context Files –including pastoral care register updated
 - Teachers use the individual's 'Rising Stars Progress Assessments' to produce personalised target work for quality first teaching sessions each week to close gaps in knowledge and skills (question level of analysis)
 - Progress through NC objectives and children's targets are reviewed each week and signed off where appropriate (these are shared with home half termly in the home reading diary)
 - Each term all children sit appropriate Rising Stars Progress tests for reading, grammar and maths. A whole school writing assessment is set for ongoing moderation purposes.
 - Rising Stars results are uploaded to the tracker so that personalised gaps in knowledge can be identified this is then used to plan target work for quality first teaching sessions
 - Reading fluency is assessed each term by all class teachers and whole school performance monitored and evaluated
 - Performance information generated from teacher assessment is inputted onto Educater (Nursery – Year 6)
 - Pupil Progress meetings are held each half term (Aut 1, Spr 1 and Sum 1 with Ass Heads, End of Aut, Spr and Sum with both Deputies). Ass Heads conduct a gap analysis meeting focusing predominantly on vulnerable groups whereas the deputies focus upon all performance information generated
 - Detailed impact plan generated from analysis of ARE and progress for all children, specific reference is made to vulnerable groups and if there are gaps between i.e. disadvantaged and non-disadvantaged. Next steps and actions generated for the preceding half term.
 - Writing and reading are moderated each term by the entire school with children selected from each class covering each vulnerable group identified on our SDP. Also carried out as a cluster
 - Maths is moderated each term by the entire school evaluating progress in all domains. Also carried out as a cluster
 - Individual/ personalised Phonics Trackers are updated for all children in school who are receiving Phonics Friends teaching
 - International New Arrival children have their individual progress recorded using the NASSEA stages
- The cycle begins again each half term or term.

Chronological steps actioned each half term by Assessment Deputy:

- Analysis of individual class performance information from Educater
- Children not making expected levels of progress in each class are identified and shared with relevant Key Stage Ass Heads
- Proposed intervention trackers from each class for the current half term are checked for challenge, suitability and that children with SEND are catered for specifically (SENCO reviews this information separately)
- Disadvantaged children trackers from each class are checked for new actions and are updated in real time
- Previous half term's intervention tracker for each class is evaluated to see whether the children identified have made progress
- Whole school summary breakdown of ARE, Progress – both of which share results for all groups of children as well as focusing upon key vulnerable groups in school, Key Stage analysis breakdown, ethnicity and attendance issues for each class (Nursery – Year 6) This consists of several documents
- A concise whole school summary is generated for reference purposes and to be shared with governors and all school curriculum leaders
- All of the above occurs within the first week after teacher assessment has been uploaded onto Educater
- All information is shared specifically 1:1 with Ass Heads about particular classes in their unit
- SLT meeting where all performance information is shared and next steps discussed; SEF and SDP updated
- Leadership meeting where all performance information is shared and discussed; specific actions delegated to Ass Heads
- Pupil Progress meeting (Assessment Deputy and SENCO Deputy) detailed impact plan generated from analysis of ARE and progress for all children, specific reference is made to vulnerable groups. Gap analysis from Ass Heads, Intervention trackers, children making slower than expected levels of progress, Intervention/ Disadvantaged children trackers and provision maps for SEND children are all evaluated as a group and children with barriers to learning identified
- Detailed report showing GAP analysis of vulnerable groups and where the gaps are improving; shared with class teachers and Ass Heads individually
- Drop ins and monitoring and evaluation in particular classes are led with foci from the pupil progress meetings
- All moderation results are reviewed by the Curriculum Deputy and discussed with the relevant Ass Head for that curriculum group and next steps identified for the school. Discussed with the SLT where SEF and SDP are updated
- Deputy reports to the Curriculum Committee and the whole governing body termly.
- All school progress is shared with the School's Lead Professional each term whereby progress and attainment are discussed along with next steps.

Curriculum Team monitoring and evaluation actioned each half term:

- Curriculum teams conduct monitoring and evaluation each half term for their subject where all teachers are given 1:1 feedback including all areas of strength as well as individual next steps for development (refer to monitoring cycle overview)
- Curriculum teams evaluate the performance of vulnerable groups in each class and generate a whole picture which is discussed with each teacher and the Assessment Deputy which in turn leads the next round of monitoring
- Copies are given to the Assessment/ Curriculum Deputy whereby they are scrutinised and a whole school picture identified. This is shared with the SLT and SEF updated
- Meetings are then held each half term with curriculum teams and the Curriculum Deputy where progress is discussed and possible CPD is sought or opportunities are planned in house
- Individual classes are supported based upon the findings in their monitoring and evaluation by the curriculum teams and by the Unit Ass Heads who lead each of the core subject teams. Each Ass Head checks on progress and areas for development during their weekly drop ins to class
- SLT conduct additional unplanned monitoring and evaluation of all subjects each term. This is shared 1:1 and discussed as a leadership team