

For With God Nothing is Impossible' Luke 1:37

Church Lench C E First School

Assessment Policy

2024

At the heart of the school is our belief that 'with God nothing is impossible', which allows our children to have high aspirations and know that they are part of a loving family. We have a flexible, child-led, broad and balanced curriculum where every child can thrive in a happy, inclusive and safe environment.

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Context

This policy has been developed at a time when all schools are responsible for leading their own assessment policies and practices. Church Lench CE First School has taken on the Epiphany model, which was devised by Dawn Thompson at St Richard's CE First School in Evesham for Reading, Writing and Mathematics. The head teacher has been trained in using this model and trained her staff effectively to use it in school.

The staff at Church Lench C E First School have worked together to create knowledge and skills based assessments for all other subjects of the curriculum.

All current DfE documents on assessment without levels and assessment and reporting arrangements have been read and considered when writing this policy. All new publications will be read and the policy amended if necessary.

2. Policy aims

At Church Lench CE First 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:

- Ensure that all pupils will be able to access the curriculum at an age appropriate level.
- Enable pupils to have responsibility for their learning by helping them 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 clear 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 allowing them to persevere and strive to achieve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), make good or better progress.
- Support teachers and parents so that they are better able to promote children's learning so that the vast majority of our pupils access the curriculum at age related expectations by the time they leave school.

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- Allow children to take risks in their learning by sharing what they need to do to achieve.
- Identify children who are gifted and support them in their progress.
- Help create a learning environment where children feel supported but are happy to take risks as they know the next steps in their learning.
- Foster a love of learning and help the children become resilient individuals who have high aspirations and hopes for their learning and their future.
- Enable the children to become able to self-assess their own work as well as learning how to peer assess compassionately so they are supporting themselves and others.
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3. Principles

The principles that underpin assessment at Church Lench CE First School are:

Every child can achieve: teachers are constantly evaluating progress: 'What do I need to do next, to enable all children in my class to achieve?'

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, skills and understanding of subject requirements. Assessment is used to ensure that all pupils make appropriate progress.

All children need to understand the learning objective (WALT) in each of their lessons and what they need to achieve it. Success Criteria's (Steps to Success) or writing checklists are shared, or formulated, at the start of each session 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.

By learning key skills the children are able to use these in different situations, either in other areas of the curriculum (e.g. using a historical skill of using artefacts to help plan and organise an information text in English) or in the wider world (e.g. using PSHE skills of healthy relationships to think of others in the community)

4. Types of assessment

There are three main types of assessment used at Church Lench CE First School:

Formative Assessment

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

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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). We currently use PIXL papers in Reading, Maths and SPAG from Year 1-5 at the end of the spring and summer terms. Year 1 will only be expected to complete summer term tests. We can assess how children are working within their year group and against national average of other schools using PIXL assessment. Teachers can work on filling any gaps or misconceptions after analysing the spring term assessments.

We also regularly assess the knowledge, understanding and skills the children have learned in other areas of the curriculum (history, geography, RE, science, PE, computing, art, DT, music, MFL and PSHE) to ensure that the children are accessing a broad and balanced curriculum. Every half term or term teachers will assess pupils in all subject areas as working towards, working at expected or working at greater depth. The data is submitted to our central school system where subject leaders are then responsible for monitoring and evaluating their subject area. They are responsible for ensuring that teachers are planning future lessons for children to make expected or more than expected progress over the academic year.

There are statutory tests that schools are required to administer to provide the DFE with information on how pupils are performing in comparison to pupils nationally. These are EYFS baseline, Year 1 Phonic assessment and Year 4 times table assessment. Year 2 SATS are now optional. Our school has decided to opt out and complete the Year 2 PIXL assessment instead.

4.1 Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' knowledge, skills and understanding of individual learning objectives and identify where there are gaps. This informs 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:

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- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- 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 Success Criteria.
- 1:1 or group discussions with pupils.
- Marking and feedback (see Marking and Feedback Policy).
- Discussions with support staff and class teachers.
- Live marking (where marking is done during lessons with the children present).
- Quizzes

Formative assessment is used to show what pupils have learned well and what they still need to work on.

5 Roles and Responsibilities

The overall responsibility for assessment belongs to the Head teacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Pupil Tracking

Reading, English and Maths

The attainment of pupils is assessed against the learning objectives for Reading, English and Maths in the National Curriculum at the end of each term. The results are recorded and analysed using the school's pupil tracking system *Epiphany* that enables us to track pupils from EYFS to Year 5.

The majority of pupils are assessed against the objectives of their chronological year group. In some cases, where pupils are working below their chronological year group, they will be assessed against objectives in a different year group i.e. a year 4 pupils may be assessed against year 3 or year 2 objectives. Any pupil, who is being assessed against objectives below their chronological age, will have a learning programme to support accelerated progress to close the age related achievement gap.

Pupils who are showing they are working above age related expectations will be reported as achieving greater depth and breadth within their age related expectation. Children who

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are achieving greater depth standard will be able to apply their knowledge and skills across a range of subjects with independence, confidence and fluency.

Epiphany tracking

In order to protect the self-esteem of pupils, the curriculum for each year group is known as a *Stage*.

Each stage has been separated into three bands which are known as *strides*. These are:

Entering: Where a pupil has achieved nearly all (90%) of the objectives that are specified in the *Entering* section of the age related pupil tracking sheets.

Developing Where a pupil has achieved nearly all (90%) of the objectives that are specified in the *Developing* section of the age related pupil tracking sheets.

Secure Where a pupil has achieved at least 85% of all of the National Curriculum objectives, which are specified in the age related pupil tracking sheets.

Each stage is then further split to enable teachers to plan small steps to help the children master each skill, as well as showing the progress the children are making throughout the year. Each stage is broken down into two parts, these are referred to as 'half' and 'full'. We use this data to monitor every child's, regardless of their ability, progress throughout the year. It informs our next steps and also helps us to be able to highlight any specific weaknesses or strengths an individual may have.

NB when assessing that a child is *secure* teachers are making the judgement that a pupil is fully ready to take on the demands of the next year's curriculum.

All pupils will have opportunities to "master" the objectives they are being taught from a stage. This could include the application of skills in an unfamiliar context or combined with another concept. There are occasions where children will be assessed as having a **specific weakness** in a particular area e.g handwriting, which may hinder achieving a certain stride. When this occurs this is highlighted with the staff and head teacher and the child will be able to move on in the next stride.

This very specific data is used in termly pupil progress meetings between the head and class teachers, together with our very in depth knowledge of every child to plan for interventions, next steps for each child and to celebrate each child's success throughout the year.

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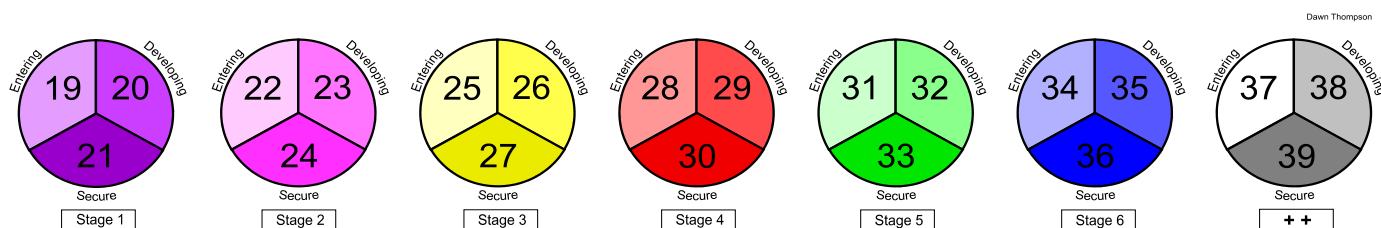
How the school calculates which stride a pupil has achieved

Teachers will assess against the age related objectives using a mixture of teacher assessments and tests. Teacher assessments will be evidenced by dated pupils' work that has been completed independently or under "test conditions". Pupils will complete regular reading and maths assessments and independent writing assessments to inform teachers' overall assessments of pupils' achievements to determine the **Stride** each child has achieved.

Age Related Expectations and the Use of Tracking Points

The school uses Epiphany for its tracking of pupils' achievement and progress. Pupils have **achieved age related expectations** if they achieve the *Secure Stride* by the end of the academic year. If they have achieved the *entering* or *developing stride* they are 'working towards' the expected standard for their age and if they achieve a greater depth of understanding throughout each stage they are 'working above' age related expectations.

Each stride within a year group is awarded the following points:



The average tracking points (ATP) that a cohort achieves using the *Epiphany* tracking system, is the average of the Tracking points attained by the individuals within that cohort.

Progress

We value every child's progress and look at how we can support and personalise individual learning. Children do not always progress at the same rate every term or year due to circumstances which may occur at home or school or stages of maturity. We recognise that although progress and attainment are crucial to move learning on, children may need more time, have personalised learning plans or social and emotional support. We value the efforts and hard work of all our pupils and plan support when required to ensure all learners make good to accelerated progress **over time**.

Pupils typically progress by 3 Tracking points each year (and therefore 0.5 tracking points per half term). Epiphany points progress are tracked for whole cohorts, classes and groups

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of pupils (disadvantaged pupils, SEND pupils, EAL pupils, PA (persistent absentees), more able pupils and summer born pupils).

Expected progress = 3 tracking points per year.

Accelerated progress = 3.5 or more points per year

Early Years Foundation Stage

There are 17 strands in the EYFS that are assessed as either expected or emerging. The 17 areas are:

Communicating and Language

- Listening, attention and understanding
- Speaking

Personal, social and emotional development

- Self regulation
- Managing self
- Building relationships

Physical development

- Gross motor skills
- Fine motor skills

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns

Understanding the World

- Past and present
- People, culture and communities
- Natural world

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

At the end of the reception year the child will be assessed as having a good level of development if they have reached expected standard in the first 12 early learning goals.

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Analysis of Attainment and Progress

The school tracks and analyses the attainment and progress of year groups, classes, groups of pupils and individuals termly. Pupil progress meetings are scheduled termly to analyse pupils who are vulnerable, on track to achieve the expected standard or not on track. If pupils are identified as vulnerable or not on track then we look at barriers and ways to support these pupils so that they have targeted provision for their needs.

There is an expectation that teachers come to termly pupil progress meetings with the head teacher fully aware of any gaps in attainment for groups of pupils and individuals in their class, so they are ready to discuss next steps to close those attainment gaps

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, they may be taught objectives from an earlier year group's curriculum, which will be appropriately matched to their cognitive level.

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 are often 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. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. Pupils with SEND are set SMART targets within their IEPs or personalised learning plans (these can relate to wider areas including communication, social skills, physical development and independence). These are evaluated at the end of each term alongside advice from external professionals.

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

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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). 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.

Similarly those children who are deemed to be working at a much higher level than age related expectations are tracked and put on the Academically More Able register (AMA). Class teachers, the head and SENDCo are aware of these children and extra support is put in place to challenge and engage these children appropriately. This does not mean working on the year above's curriculum but that we ensure that an even deeper knowledge of the subject is gained. A child can be AMA in any area of the curriculum, not just English or maths.

Other Curriculum Areas

At Church Lench CE First School we have created our own assessment of the foundation subjects based upon the knowledge and skills of that subject.

Each subject has been broken down into the essential knowledge and skills that should be taught to enable the children to become an historian or geographer for example. We have created our own system, which allows for the age appropriate skills and knowledge to be taught over our 2 year curriculum cycle so that every child will cover these in the mixed age year group they are in. For example over a 2 year cycle a year 2 child will cover the year 2 and year 3 skills but not necessarily in the correct year group. The class teachers plan accordingly for this and the work is at an age related level. There may be pupils who are working below their age related skill set and will be assessed using the appropriate year group. We will report the foundation subjects to parents on the annual school report in July.

11.1 Religious Education

Church Lench C E First School are using an assessment grid created by the education department of Worcester Diocese. Each core question from the Worcestershire Agreed Syllabus has been split into emerging, expected and greater depth. Each child is assessed

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against these standards and the teacher tracks progress throughout the year. RE assessment is based on core questions rather than year groups as they form a 2 year rolling program but the teacher emphasises which year group the child is in as an expected year 2 will be different to an expected year 3 even though they are looking at the same core question.

12 Reporting

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

12.1 Reporting to Parents

We have 2 termly parent consultation meetings each academic year. These take place online unless a parent requests a face to face for specific reasons. Annual reports are issued in July and include the results of the Year 1 phonic check.

12.2 Reporting to Governors

The Head Teacher issues a termly report.

12.3 Pupils

Feedback to pupils is handled positively and sensitively. Children become responsible for reading and responding to feedback and ensure they spend more time persevering with a skill or method.

Through our formative assessment strategies pupils get instant feedback on a daily basis. Our next step 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, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

We try very hard to limit the amount of written feedback in books and place more emphasis on live verbal feedback during the lesson.

Concerns and Complaints

If a parent has any concerns or complaints in relation to any aspect of the schools assessment procedures, they should contact the Head teacher. Full guidance is available in our complaints policy.

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Written and Ratified March 2024

Signed *S Price*

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