**Assessment at St Day and Carharrack Community School**

**Statutory Requirements**

According to the DFE Assessment Principles (April 2014), assessment at St Day and Carharrack must:

* Be based upon evidence about progress made that is then used to keep families informed, support governors in making judgements about the school’s effectiveness and inform Ofsted inspections.

According to the DFE, effective assessment systems:

* Give reliable information to parents about how their child, and their child’s school, is performing
* Help drive improvement for pupils and teachers
* Make sure the school is keeping up with external best practice and innovation

National Assessments

YR1 – Phonics Screen

YR2 – Reading and Maths (writing via teacher assessment)

YR6 – Reading, Maths and SPaG (writing and Science via teacher assessment)

**Assessment at St Day and Carharrack Community School**

**Objectives**

The purpose of this policy is to:

* Demonstrate adherence to the DFE Assessment Principles
* Raise standards of achievement and attainment
* Promote consistency and continuity across the school
* Outline the practical application of assessment

**The purpose of assessment at St Day and Carharrack Community School**

The nature of assessment at school is to:

* Support our awareness of the children’s knowledge, understanding and application of the Curriculum 2014’s objectives
* Ensure the planning of effective learning opportunities that are accessible yet challenging to the range of ability within the classroom
* Identify and respond to the next steps in learning
* Enable our identification of children who are at risk of underachievement in order to intervene, including our vulnerable groups. Likewise, to identify children who are exceeding within their learning to ensure appropriate provision is made.
* Identify a specific barrier to learning
* Track pupil progress to support our data collection and analysis for reasons of accountability
* Inform stakeholders of achievement and attainment
* Help ensure the accurate and effective allocation of Pupil Premium funding

**Formative Assessment at St Day and Carharrack Community School**

Carefully planned lessons seamlessly incorporate opportunities for formative assessment; they are not an ‘add-on’ to a lesson, they are a daily part of our practice. These opportunities include:

* Lessons that are planned to be accessible yet challenging to ensure learning is constantly moving on in response to observations made
* Teacher and support staff questioning that elicits an awareness of a child’s knowledge and understanding
* Effective differentiation organised to ensure children have the specific support needed to achieve a learning intention
* Observations made of children’s learning is recorded through annotation on the weekly literacy and numeracy documents
* As per the Marking and Feedback policy, regular marking of the children’s learning ensures teacher awareness and offers next steps to children
* The use of self and peer-assessment; using toolkits for writing and assessment of those, children offering each other feedback both orally and written
* The use of observations made during intervention sessions recorded by support staff leading on these; a summary of the specific learning and progress for each child is recorded for class teachers to access
* Record keeping of evidence of a potential specific learning need – SEND
* The use of Guided Reading record keeping; teachers and support staff are expected to record learning achieved in those sessions in the blue folders/book band colour chart.

**Summative Assessment at St Day and Carharrack Community School**

Decisions made about a child’s attainment are made 3 times a year in Reading, Writing and Maths. These decisions are based upon a range of the children’s work, for example, including different genres of writing and are assessed using the ‘Not As We Know It’ (NAWKI) assessment criteria.

Assessments are made in early December, March and June of each academic year (placed on the calendar at the start of the year) and the teacher has responsibility to ensure a class record folder exists in which to store assessment records. The same record for each child can be used at each assessment point, with up-to-date information added on. To support with transition, the records are to be passed to the next class teacher to support with a starting point.

There is no expectation to test a child to inform summative assessment data.

Teachers are expected to make a best fit judgement within the 9 point scale for each year group, depending on where the child ‘fits’ within that moment. For example, it is entirely possible for a year 4 child to be assessed against the criteria for a year 2 child. Likewise, children may also be assessed as working within the next year group.

Moderation

Moderation of writing and maths is scheduled during staff meeting time for all staff to share examples of learning at a range of levels. This moderation exists to ensure our decisions and judgements are accurate and objective.

Teachers will be expected to join cross school moderation within the Redruth Learning Group at certain points in the year.

Expected Progress

All targets for attainment from year to year are based on the child’s initial starting point; this is to ensure continual progress is being made. Where a child has started as ‘underachieving’, the expectation will always be that the child makes accelerated progress to end that academic year as ‘expected’ – the difference being diminished through the class teacher’s ‘wave 1’ input before ‘wave 2’ intervention is implemented.

The amount of criteria needed to be successfully achieved in order for a child to be deemed as ‘expected’ is dependent upon the year group in which they best fit; moderation will support the process of making an overall judgement as well as referring to the NAWKI guidance.

|  |  |
| --- | --- |
| **Was** | **Should be** |
| Expected | Expected |
| Exceeding | Exceeding |
| Emerging | Expected |

Reading

On-going formative assessments kept in the Guided Reading folder are to be amalgamated and checked against the NAWKI reading criteria for an overall attainment decision. A record is to be kept per child.

Within EYFS and KS1, teachers can additionally record a child’s progress in reading using the book band colour document. This can also be used to make an overall attainment decision.

Writing

Teachers to complete the NAWKI tick sheet, one per child, checking off the NAWKI writing criteria where enough evidence exists to underpin a secure assessment judgement. Judgements can be made including writing that has been supported but must include writing that has been completed independently. All children should have the opportunity to write with independence across every week having considered the strategic placement of additional adults.

Where and when appropriate, opportunities to write at a distance will be planned for to inform overall attainment judgements.

Maths

Teachers to complete the NAWKI tick sheet, one per child, checking off the NAWKI maths criteria where enough evidence exists to underpin a secure assessment judgement. As for writing, the judgement must include independently completed pieces of learning.

Where and when appropriate, teachers may use the Inspire ‘Using and Applying’ questions, as well as a range of mastery questions to inform attainment judgements.

Science

As teacher assessment is used to assess pupil attainment at the end of Key Stage 2, teachers will mirror this practice and judgements about attainment in Science for each year group will be made at the end of the academic year for 2016-2017.

Phonics

RWInc. assessments take place half termly to ensure children are in the group that best meets their needs.

Teachers are to record the RWInc. assessments on the tracking sheet which can be passed from teacher to teacher during transition.

EYFS

Assessments of an individual child’s progress towards an early learning goal will be made and recorded using the 2Simple programme ‘2build a profile’. Continual and on-going observations and evidence gathering of pupils are made by all staff working within the foundation stage (Class 1) which inform overall summative assessment judgements.

Summative data

All assessment decisions are to be passed to SLT who will enter them onto the Excel progress tracking document. The data is then used for a variety of reasons:

* Identify where intervention is needed if age-related expectations are not being met
* Identify which children are in need of stretching
* Monitor our vulnerable groups
* Use as evidence for SEND reasons
* Ensure consistent and continual progress is being made by all
* To report to stakeholders, including governors who receive data across the year
* To inform pupil progress meetings between SLT and class teachers
* For subject leaders to inform their understanding of progress and attainment within their subject and act on this

Reporting arrangements

Families have two face-to-face meetings throughout the year where the class teacher can offer an assessment judgement using the language of NAWKI i.e. emerging, expected, and exceeding.

Families also receive an end of year written report that includes a statement for reading, writing and maths explaining whether their child is working below, at or above age related expectation.

Target Stickers

Based on teacher formative assessment, with a view to inform future learning, children will be given one of three differentiated stickers with a next-step target for them to work towards achieving in writing and maths. These targets will change three times a year and will reflect an objective from the National Curriculum which is deemed by the teacher, to be an area for development for the whole class.

**A role for everyone**

|  |  |
| --- | --- |
| **Who?** | **Roles** |
| Children  | * To know their strengths
* To know their areas for development and how they might achieve these
 |
| Support Staff | * To use the planning to know which children have been targeted for support/stretch every lesson
* To support in the use of different strategies, methods and resources to support/stretch
 |
| Teachers | * To use a range of assessment techniques within the classroom
* To ensure up-to-date record keeping is kept, meeting deadlines for when data is due in
* To ensure planning is meeting the needs of all children
* To appropriately report assessment information to parents
* To attend moderation sessions
* To use formative assessment to inform IEP annotations
 |
| Subject Leaders | * To engage with the data to ensure they have knowledge of which children are causing concern and which need further challenge, including vulnerable groups within their subject
* To use the data to inform future action plans
* To have knowledge of how our data compares to that of local and national data
* To attend and lead moderation sessions
* To identify good practice around assessment and areas for development during monitoring (when it is the focus)
 |
| SLT | As for subject leaders and* To ensure all assessment and reporting arrangements are in place
* To ensure national assessment requirements and deadlines are met
* To enable middle managers to be informed about progress and attainment in their area
* To use monitoring as a tool for identification of best practice
* To ensure all data is presentable and accessible in the format appropriate for stakeholders
* To ensure the appropriate use of Pupil Premium funding to help ensure attainment for all
* To organise/provide appropriate CPD in relation to assessment practices
* To be proactive in engaging with local schools to support the assessment and moderation process
 |
| Governors | * To interrogate progress and attainment data to hold the school to account; to question underachievement and to be knowledgeable about what’s in place for those children. Likewise, to be aware of what provision is in place for those children exceeding age-related expectations
* To know how our data compares to that of schools locally and within the national picture
* To know how Pupil Premium funding is used within school to ensure attainment for all
* To support the SLT in assessment practices
 |