

DUNTON & WRESTLINGWORTH CHURCH OF ENGLAND (VC) LOWER SCHOOLS

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Curriculum Policy
EYFS Policy
Marking and Feedback Policy
Home School Agreement (homework summary)

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

To ensure that:

- High quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- There is always a clear purpose for assessing and assessment is fit for its intended purpose
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- We achieve our assessment without adding unnecessarily to teacher workload
- Assessment is inclusive of all abilities
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment'

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4. Assessment approaches

At Dunton and Wrestlingworth Church of England VC Lower Schools Federation we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our formative assessment techniques include:

- Marking and feedback
- Observations
- Self and peer assessment
- Questioning

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our summative assessment techniques include:

- Weekly spelling tests
- Weekly Big Maths Learn-its and Beat That tests
- End of topic assessment sheets
- Parents Evenings
- Mid and end of year reports

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4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)

5. Collecting and using data

Reception

We use 2 Build a Profile to collect our assessment data. This is stored securely online. The staff use an iPad to record observations which are then used to plan children's next steps. Observations are emailed regularly to parents via 2 Build a Profile. Parents are also able to email comments and observations of home learning and these are added to children's assessment data. Teacher assessments are transferred every half term onto Classroom Monitor, an online assessment system.

Key Stage 1 and Lower Key Stage 2

In Key Stage 1 and Lower Key Stage 2 we use Classroom Monitor to collect our assessment data. This is stored securely online. Staff record assessments using an iPad and/or PC and use the data for planning children's learning. This data is communicated to parents in individual meetings, parents evenings and mid and end of year reports.

Every half term assessment data from Classroom Monitor for all year groups is used in a whole school progress meeting.

6. Reporting to parents

We report to parents in the following ways:

- Individual parents meetings (requested by parent or teacher)
- Parents evenings
- Mid-year report
- Reception class – emailed observations
- Annual end of year report

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7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Staff will receive updates and any necessary training mainly through staff meetings, INSET days and moderation meetings. External training will be accessed as required.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
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9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
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9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

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10. Monitoring

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the Governing Body.

All teaching staff are expected to read and follow this policy. The Headteacher and Deputy Headteachers are responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Moderation feedback
- Learning Walks
- Book Looks
- Progress meetings