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Assessment Policy

St. Aubyn's School

Introduction

Assessment is a continuous process, integral to learning and teaching. It is the tool teachers use to gain knowledge of their pupils' needs, achievements and abilities. It enables effective planning and delivery and thereby raises the attainment of every child.

Aims of Assessment

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children who may require further support or extension
- To inform parents and other interested parties of children's progress
- To inform school self-evaluation

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is important that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

The Principles of Assessment for Learning are as follows:

- The sharing of learning objectives with the children
- Helping pupils know and recognise criteria for success (through the use of 'Skills for Success')
- Provide feedback and marking that helps pupils identify how to improve
- Both pupils and teachers review and reflect on pupils' progress and set targets for improvement
- Recognising that motivation and self-esteem, which are critical for effective learning and progress, can be increased by effective assessment techniques

It is the responsibility of staff to:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives and activities where appropriate to ensure 'Challenge for All'
- enable all pupils to access the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the **Whole School Marking & Feedback Policy**
- incorporate both formative and summative assessment opportunities in subject planning
- where appropriate, pass on assessment data to the next class teacher so children can be tracked as they progress through the School (In Year 6, progress will be tracked by Subject Leads and form class teachers)
- use Assessment for Learning strategies such as:
  - target setting
  - success criteria (through the use of 'Skills for Success')
  - self and peer evaluation
  - discussion and talk
  - conditions for learning
  - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the School. It is through an effective tracking system that the needs of every pupil can be met and that the School develops a clear understanding of how to raise standards.

The Assessment Cycle at St Aubyn's will be as follows:

In EYFS

- Pupils complete a baseline assessment on entry to the Nursery. Progress towards early learning goals in the EYFS profile is tracked through the age bands.
- In Reception, children's progress towards early learning goals in the EYFS profile continues to be tracked.
- Reception pupils complete baseline assessments on entry and at the end of Reception.
- The EYFS profile is completed at the end of Reception and shared with Year 1 teachers.

In Pre-Prep

- Completion of GL Assessment progress tests for maths and English (reading comprehension and GPS) in the Summer term.
- Writing assessments are completed termly in Year 2. Year 1 complete a writing assessment in the Summer term only.
- Completion of NGRT (reading test) on a yearly basis to aid reading support (Year 2 only). There is the opportunity for NGRT tests to be administered again in the Lent and Summer terms for those pupils who have a reading age lower than their actual age and/ or those who are under observation.
- CATs (Year 2 only).
- PASS assessment.
- In both Years 1 and 2 there is on-going teacher assessment in all subjects on a termly basis.

In Prep

- Completion of GL Assessment progress tests for maths, English (reading comprehension and GPS) and science in the Summer term.
- Completion of NGRT (reading test) on a yearly basis to aid reading support. There is the opportunity for NGRT tests to be administered again in the Lent and Summer terms for those pupils who have a reading age lower than their actual age and/ or those who are under observation.
- Completion of NGST (spelling test) on a yearly basis. Again, these can be administered again in the following two terms for pupils who are not at the expected level and/ or under observation.
- A writing assessment is completed termly.
- Annual completion of VR/NVR assessments.
- CATs (Years 2, 4 and 6 only).
- PASS assessment.
- On-going teacher assessments in all subjects on a termly basis.
- Exam Weeks.

General

- Subject-specific assessment records are kept by Subject Leads.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. The discipline of regularly analysing pupils' attainment will enable every pupil to have challenging and realistic targets set for them. Reaching those targets will be enabled through effective classroom organisation, setting learning groups and careful planning. Pupil progress will be analysed and discussed by the Deputy Head (Academic), Heads of Department, Subject Lead, class teachers and the Head of Additional Learning in regular meetings. Benchmarking data relating to individual cohorts will be discussed with Governors annually at the Education Committee meeting.

Reporting

Reporting to parents/carers provides the opportunity for communication about individual children's achievements, abilities and future targets. Throughout the School year, regular reports will be written and, where appropriate,

discussed with the pupils and parents. The intention is to provide accurate feedback of each child's individual performance throughout the year. Constructive reporting can also have a positive effect on pupils' attitudes, motivation and self-esteem.

Attainment grades are given as follows:

Excelling
A pupil consistently surpasses expectations in their learning and is making progress well above the standard expected for their age.

Exceeding
A pupil often surpasses expectations in their learning and is making progress which is above the expectation for their age.

Expected
A pupil often meets expectations in their learning. They are performing at the expected level for their age.

Emerging
A pupil is working towards the standard expected for their age.

Moderation
Moderation is crucial to ensure a consistent approach in assessment throughout the School. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

- meet regularly when in departmental meetings/subject groups to moderate assessments
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- collate evidence to back up teacher assessments

Roles and Responsibilities
Assessment at St. Aubyn's is monitored by the Deputy Head (Academic), although responsibilities are delegated as follows:

Heads of Department (EYFS and Pre-prep, Prep) monitor the completion of regular assessments within their departments.

Class teachers/Subject Leads (maths, English and science) maintain records for their subject/class and monitor the progress of individuals in their care.

Glossary

CATs: Cognitive ability tests
EYFS: Early Years Foundation Stage

GL Assessments: GL Assessments are provided by GL Education who are providers of assessment materials to provide on-going tracking of pupils.

GPS: Grammar, Punctuation and Spelling

VR: Verbal Reasoning

NVR: Non-Verbal Reasoning

NGRT: New Group Reading Tests

NGST: New Group Spelling Tests

PASS: Pupil Attitudes to School and Self