

Assessment Policy September 2016

POLICY TITLE	Assessment
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	To provide effective procedures for Assessment in Key Stage 1 and Key Stage 2.
PURPOSES	Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, pupils and parents plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools both locally and nationally.
GUIDELINES	<ul style="list-style-type: none"> • All children in Years 1-6 will be assessed using the Sheffield Stat document for Reading, Writing, GPS and Mathematics. • Children who participate in daily phonics will also be assessed. • Teachers are responsible for keeping their own formative assessment records and uploading these onto our Educater software. • Summative assessments will be carried out at different points in the year. • Teachers will complete Sheffield Stat assessments for every child at least half termly. Combined with day to day formative assessment will ensure teachers effectively plan for the next stage of learning. • Teachers will submit teacher assessment data termly; both in academy and cross academies moderation will follow this. • Professional meetings to agree final teacher assessment will be carried out after moderation process and after any summative assessment has taken place • Teacher Assessments are generated in Educater through the analysis of the formative data. • Any child causing concern, either by not making expected progress or being behind ARE, will receive extra closing the gap targets and/or interventions. • Children who are identified to require a specific intervention programme or have an additional need intervention will be placed on a provision map and monitored. Children who are on an intervention will be assessed for baseline and exit assessment of that intervention. • Senior Leaders will hold half termly achievement meetings with leaders to discuss progress and attainment of children in their subject. • An EAB members will hold challenge meetings with the Head of Academy looking at the Academy's attainment data.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to further improve their learning.

- We give children instant verbal feedback on their work whenever possible (usually during the lesson).
- Pupils are also provided with regular written feedback from their class teacher. Such feedback often requires a written response from the child (response marking).
- Children are given time to respond to this feedback using a purple pen.
- Teachers acknowledge the child's correct written response by highlighting the response green. If further support is needed, a CTG is entered and highlighted (see separate Marking and Feedback Policy).

STAT Assessment

The Sheffield Assessment Scale is based on progressive learning benchmarked on a continuous curriculum from Development Matters (Early Education, 2012) into The National Curriculum in England (DfE, 2015).

- The curriculum has been divided into learning steps.
- There are three steps for each chronological year.
- Each of the three steps within one curriculum year is described as Developing, Secure and Extending.
- Over a period of one year a typical pupil would therefore take three steps forward. This would be expected progress.
- Pupils can be assessed as being on any step at any time; however, there may, in exceptional circumstances, be some children working on a step above/below their age. This is at the discretion of the SLT and Subject Leaders.

Key Performance Indicators (KPIs)

We believe that if not embedded, some skills within a subject will hinder children progressing at a later stage. These skills are hierarchical. They are considered as essential aspects for pupils to understand if the Secure or the Extending section on an assessment grid is to be awarded. In the English-related planning and assessment grids this means they must be evidenced at the embedded level. In mathematics they must be acquired. These skills are given priority in the curriculum.

FURTHER DETAILS CONTAINED IN DOCUMENTS

Marking and Feedback Policy,
Teaching and Learning Policy