



# Middlewich Primary School

## Assessment Policy



This policy outlines the purpose, nature, and management of assessment at Middlewich Primary School. Assessment complements and assists teaching and learning; it plays an integral part in lesson planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an integral part of teaching and learning.

### 1. Aims of assessment

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils to identify priorities for school development.

Assessment consists of two main areas: assessment for learning and assessment of learning.

### 2. Assessment for learning

- **Formative assessment** is the information gained, 'forms' or affects the next learning experience.
- **Diagnostic assessment** finds out what attitudes, knowledge, understanding, or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evaluative assessment** informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Effective 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

### 3. Assessment of learning

- **Summative assessment** is the systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and enables teachers and the senior leadership team to identify the needs of pupils, set realistic targets and identify trends.

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 their work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

#### **4. Nationally standardised summative assessment**

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment.
- Phonics screening check in year 1.
- Times table check in year 4.
- National Curriculum tests and teacher assessments at the end of KS2 (year 6).

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/carers** to understand how pupils are performing in comparison to pupils nationally.

#### **5. Strategies for assessment**

##### **Marking and feedback**

Typically, feedback (both written and oral) has two main purposes:

1. To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
2. To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

##### **Feedback**

- Is appropriate to the task and accessible for the pupils.
- Helps to identify misconceptions.
- Is focussed and prioritised.
- Is planned for and integral to teaching and learning.
- Takes place quickly so that pupils remember the context (either within the lesson or at the start of the next lesson).

##### **Targeted Teaching**

Pupils identified as having special educational needs and/or disabilities have their own SEND support or EHC plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents/carers.

##### **Tracking Pupil Progress**

Pupil progress is tracked for all pupils in English and mathematics. This information is also used to identify groups and individuals who require support or specific intervention work. In other subject areas, subject leaders track progress across the school through work scrutiny, pupil discussion and

teacher dialogue. Subject leaders may also collect portfolios of work as exemplar material of age-related expectations.

## **6. Reporting to parents/carers**

All parent/carers have an opportunity to discuss their child's learning with the class teacher twice a year. A written annual report is shared at the end of the summer term.

Annual reports to parents/carers will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning. Annual reports to parents/carers will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum.
- Comments on general progress.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record which includes the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.
- The results of any summative assessments taken at the end of the year.

## **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. Roles and responsibilities**

### **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.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

### **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.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

## **Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

## **9. Monitoring**

All teaching staff are expected to read and follow this policy. The senior leadership team are responsible for ensuring that the policy is followed where they will monitor the effectiveness of assessment practices across the school, through moderation, book scrutiny's and/or pupil progress meetings.

This policy will be reviewed every two years. At every review, the policy will be shared with the governing board.

**Date:** January 2024

**Next review due by:** January 2026