



# Chalton Lower School

## Assessment Policy

Document Control		
Edition	Issued	Changes from previous
1	24/01/24	Policy rewritten.

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
<ul style="list-style-type: none"><li>• The Equality Act 2010</li><li>• The Education Act 2002</li><li>• The Data Protection Act 2018</li><li>• The UK General Data Protection Regulation (UK GDPR)</li></ul>	

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Approved By: Governing Body

Issue Date: January 2024

To be reviewed: January 2027

### **Statement of Intent**

At Chalton Lower School we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training - we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level. The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

### **Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Equality Act 2010
- The Education Act 2002
- The Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

### **Aims of Assessment at Chalton Lower School**

- 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 for Learning**

This is an integral part of the teaching and learning process at Chalton Lower School. It includes:

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

### **Summative Assessment**

- 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 examinations and enables teachers and the headteacher to identify the needs of pupils, set realistic targets and identify trends.

### **Statutory National Testing**

During their time in school the children will sit some external national tests. These are as follows:

- Reception - Baseline (September) and EYFS profile (submitted in June)
- Year 1 - Phonics Screening Check - June (Year 2 Phonics Screening re-sits will also take place)
- Year 4 - Multiplication check - May/June
- KS1 SATS in Reading, Spelling, Punctuation and Grammar and Mathematics - May

### **Our Principles for the Use of Assessment**

In order for any type of assessment to have an impact on learning, we feel it must be:

- Positive
- Manageable
- Useful and used
- Consistent

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this.

Therefore we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to children, presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and differentiated for learning.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child's progress at key points in the year and more frequently, if appropriate.

### **Strategies for Assessment**

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved.

This will include:

- Sharing learning objectives.
- Sharing success criteria.
- Self-marking.
- Questioning.
- Time provided for editing/improving work.

- Peer assessment (e.g.: talk partners.)
- 1:1 discussions with pupils.
- Sharing individual or group learning targets/goals.
- Marking and feedback.

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

- To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
- 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**

Some pupils have individual learning targets they are working towards. These have been shared by teachers and teaching assistants. Pupils identified as having Special Educational Needs and/or Disabilities (SEND Support) have their own SEND Plans which detail individualised targets and intervention strategies to support their learning at school. These are also shared with parents.

### **Tracking Pupil Progress**

Using data from ongoing assessment and tests, we track the progress of all pupils in English and Mathematics as well as all other subjects. We also use this data to set targets for all pupils and to identify groups and individuals who require support or specific intervention work.

### **Reporting to Parents**

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

### **Reporting to Governors**

The headteacher will report to the governing body on standards and school improvement including analysis of attainment and progress data - on a termly basis. Governors with responsibilities for assessment, Pupil Premium, SEND and the curriculum will also meet with teachers to monitor standards in these areas.

### **Pupil Progress Meetings**

Pupil progress meetings take place with all teachers in school as part of the appraisal process. At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

### **Monitoring and Evaluation**

The headteacher will ensure that this policy is implemented consistently throughout the school. This policy will be evaluated and reviewed regularly. Any changes to this policy will be communicated to all members of staff.