

Whitwick St. John the Baptist C.E. Primary School

Assessment Policy



Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'



Agreed by Staff: November 2023

Agreed by Governors: December 2023

Signed (Chair): _____ Date: _____

Whole School Vision, Ethos & Aims

Our Whole School Vision

Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including Assessment, are underpinned by our vision.

Our Whole School Curriculum Drivers

Community and Culture	Communication	Confident Individuals	Ambition & Opportunities
Individuals who take pride in their own community and respect and embrace the culture of others.	Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Individuals who are confident in taking the next-step in their education.	Individuals who embrace opportunities and have ambitions for the future

Intent

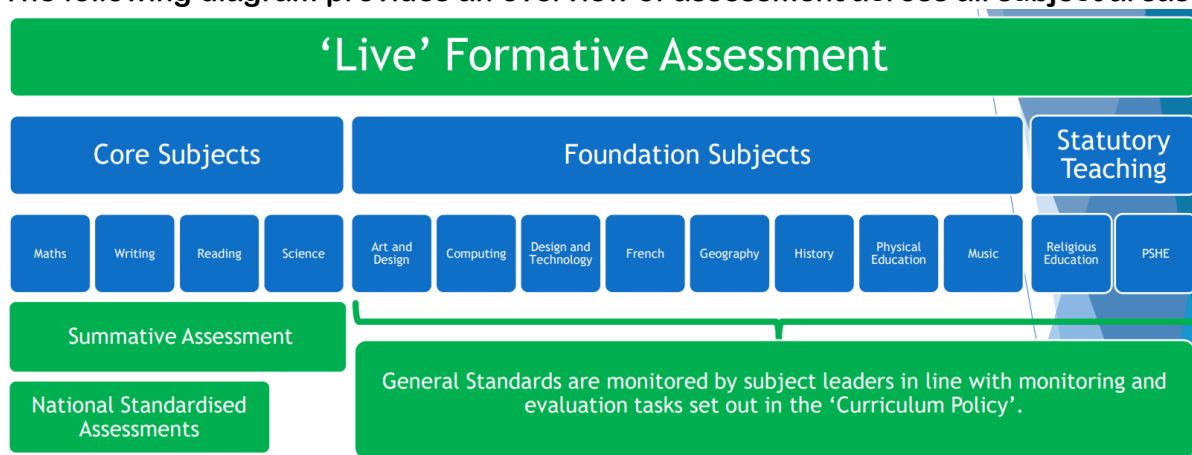
At Whitwick St John, we believe that our approach to assessment enables children to 'Grow, Achieve, Bloom, Repeat'. Our approach to assessment:

- ensures the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching,
- ensures teachers checks pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected fact,
- provides Senior Leaders and Governors with summative assessment data for Reading, Writing and Maths that allows them to make judgements about the effectiveness of the school.
- ensures that leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff

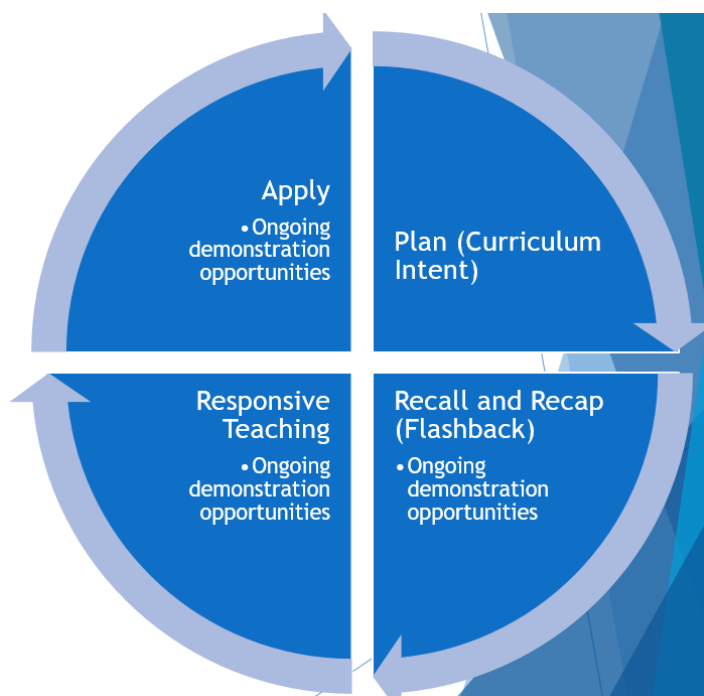
Assessment Approach

Teachers and leaders will use three key approaches to assessment – 'Live' Formative Assessment, Summative Assessment and National Standardised Assessment.

The following diagram provides an overview of assessment across all subject areas.



All assessment is as an ongoing process that is continually happening and unpins all effective teaching:



'Live' Formative assessment

Formative assessment is ongoing assessment to inform teaching decisions in planning and delivery to help pupils to embed key concepts. Formative assessment is primarily used by the class teacher and those working in the class to inform teaching.

Our approach to formative assessment is underpinned by Ebbinghaus' forgetting curve (EEF – Cognitive Science in the classroom). This demonstrates how new knowledge is lost over time and the need for recall and review of previous knowledge retained. This is why we have adopted a 'live' formative approach to our assessment of all subjects to identify in that moment what children know, and to identify and correct misunderstandings and inform teaching.

Formative Assessment occurs where pupils have 'Demonstration Opportunities'. These can take the form of:

- Marking of pupil work in books,
- Carrying out observations of pupils at work / practical activities,
- Targeted questioning as part of a lesson,
- The use of 'Flashbacks' to recall knowledge
- Quizzes

Following formative assessment, teachers will adopt 'Responsive Teaching'. This may take the form of;

- Follow up questions and adapted questions
- Further scaffolding
- Smaller group input
- Further modelling
- Pre-teach / post-teach
- Masterclasses
- Targeted interventions
- Marking Feedback
- Flexible lesson plans

Summative assessment

The purpose of summative assessment is to provide senior leaders, subject leaders and governors with data for Reading, Writing and Maths that allows them to make judgements about the effectiveness of the school.

Summative Assessment allows for teachers to be able to report attainment to parents in regards to Reading, Writing and Maths during parents' evenings and end of year reports. These judgements will be made using data from standardised tests where appropriate (Y2-Y6) and supported by formative assessment where needed

Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in the following year groups:

- Reception: Good Level of Development
- Year1 : Phonics Check
- Year 2: Phonics Check Retake
- Year 4: Multiplication Check
- Year 6: End of Key Stage 2 Assessments in Maths, Reading, Writing and Grammar, Spelling and Punctuation.

Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents and governors to hold schools to account.

Assessment is collaborative and involves all stakeholders of the school.

Who	How
Governors	Oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They will scrutinise pupil achievement and

	hold leaders to account for ensuring every pupil, based on their starting point, achieves at least in line with other similar pupils within school and nationally.
Senior Leadership Team	Drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.
Subject Co-ordinators	Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement
Teachers	Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities
Teaching Assistants / Learning Support Assistants	Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
Parents/Carers	Are to be made fully aware of the children's areas for development and be offered support by the school to ensure their children are achieving in line with their age and ability
Children	Have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.