

Richmond Methodist School

Assessment Policy

Introduction

At Richmond Methodist School we aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our belief that all pupils can succeed.

Aims and Objectives of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting our children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we aim to achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- we use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Delivery

In-school formative assessment

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (overlearning opportunities or intervention activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through In-School Formative Assessment, we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'In-School Formative Assessments', will be used including, for example,

- Making use of rich question and answers
- Marking of pupils' work
- Observational assessments of children working or having conversations
- Scanning work for pupil attainment, progress and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, purple pen, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing
- Short tests
- Pupil presentations
- Show me activities
- Convince me activities
- Pre and post learning tasks

In-School Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes through the Parent Consultation Evenings and the end of year reports. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. This assessment information will be compared with data sets from local schools and national schools as appropriate.

A range of In-school-summative assessments will be used including,

- End of term tests in reading, maths and grammar, punctuation and spelling
- Short end of topic or unit tests or tasks

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear

understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of Nationally standardised summative assessments will be used:

- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided will be provided with a copy of this policy together with a copy of the assessment timetable and these documents will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. There is an emphasis on accuracy of teacher judgments and to this end the school are involved in moderation training events at a County level and locally with other schools as well as moderating in groups within school. The school makes significant use of technology to assess and in order to support staff, training in the use of the Target Tracker assessment information system and Rising Stars on-line resource will be given. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.