



The Swallowtail Federation of Church Schools
With friendship, trust and kindness we fly!



(Love your neighbour as yourself, Mark 12:30-31)

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

Assessment and Reporting Policy

This policy will be reviewed in full by the Governing Board every 3 years. This policy was last reviewed and agreed by the Governing Board in Nov 2020. It is due for review October 2023.

Signature N.Butcher Executive Headteacher Date: Nov 2020

Signature S.Watts Chair of Governors Date: Oct 2020

This policy will be reviewed in July 2021 alongside the Teaching and Learning policy.

Through the delivery and monitoring of Assessment, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Our assessment and reporting policy supports our school vision as we drive for every pupil to 'fly' and meet their true potential. Careful and considered assessment systems ensure this can happen.

Swallowtail Federation use a selection of assessment tools to assess what progress the children have made in the academic year.

This Assessment Policy reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world. At Swallowtail we ensure that the targets set for pupils are both realistic and challenging.

Moderation

Standardisation of judgements will arise through informal discussion, planned moderating of work at staff meetings, communication with curriculum leaders, work with external auditors and compilation of evidenced identified children in the core areas of the curriculum / CPD / SAT's Training / attendance of moderation groups / working with other schools.

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for every child to ensure they meet or exceed expectations.
- Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or at particular risk in this school are making appropriate progress and that all children are suitably stretched.

- The information from assessment is communicated to parents on a termly basis through parent consultations.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Our Method of assessment

We follow our assessment timetable and use the online tracking programme provided by Pupil Asset to record our summative judgments half termly in the results section. These indicate a child's attainment in relation to National Expectation and the progress from children's individual starting points. We have a range of summative assessment tools – e.g. White Rose Assessments, past SATS papers. We also use frequent formative assessment by staff to inform summative judgements on children's attainment. Within this system progress can be measured through the analysing of summative judgements.

Teachers have access to the National Curriculum objectives for all year groups in Reading, Writing (inc' SPAG) and Maths.

From these, they formatively assess the extent to which a child has achieved this specific objective of the curriculum.

They would assess it as Beginning, Developing or Embedded.

In years 2 and 6 we also use the assessment framework materials.

Expected Attainment

As we are reporting to parents in relation to at, below or above age related expectation we need to be clear on what this looks like at any given point of the year, in particular the end of a year. The table below clarifies how a child at Age Related Expectations (ARE) would look at the end of an academic year.

Attainment in relation to ARE					
	<i>Significantly below expected</i>	<i>Below expected</i>	<i>At expected</i>	<i>Above expected</i>	<i>Significantly above expected</i>
End of Autumn	Year group -2 (or more)	Year group -1 (or more)	Beginning	Developing	Embedded
End of Spring	Year group -1 (or more)	Beginning	Developing	Embedded	Mastery
End of Summer	Beginning	Developing	Embedded	Mastery	Gifted and Talented

This allows teachers and leaders to analyse and monitor progress of children and consequently identify any areas of concern.

This allows teachers, leaders and parents to be able to identify not only the expected rates of progress but also whether a child is performing at, above or below national expectation for their age.

In relation to higher achieving pupils, the National Curriculum states that it is aimed at developing and embedding a mastery of learning. This therefore indicates that, unlike previous levels, the notion is not to accelerate children through the age bands but to keep them in their ARE band and deepen their understanding to ensure a mastery of that particular stage of the child's education.

To ensure this key principle is achieved, we are not assessing any child above their ARE – this way we are ensuring the focus is on embedding, deepening and mastering rather than merely accelerating progress through the age bands.

Response to Covid 19 Pandemic.

Prior to our teaching for the 2020-21 academic year, a 'gaps' document was created to allow teachers to map out areas of the curriculum that were missed as a result of the pandemic and to ensure they were embedded in future planning.

In addition to our usual assessment timetable an in-depth plan for completing baseline assessments was followed. This enabled gaps in learning to be identified, planning to be adjusted accordingly including intervention.