



SWALLOWTAIL FEDERATION OF CHURCH SCHOOLS ASSESSMENT POLICY

Updated October 2016, further updated November 2017

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

From September 2014, the Government introduced a New National Curriculum. The staff at Swallowtail Federation have reviewed and adapted the curriculum and assessment process in light of these changes.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- Swallowtail Federation use a selection of assessment tools to assess what progress the children have made in the academic year.

“As part of our reforms to the National Curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do.” (Department For Education Website)

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 subject co-ordinators, 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 in the cluster on a termly basis.

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.
- We have a senior leader who is responsible for 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. PUMA/PIRA/Suffolk reading tests/NFER. 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 NC 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 interim assessment 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 tables below clarify how an 'average' child or a child at Age Related Expectations (ARE) would look at the end of an academic year and also an example of how they would attain at different points in the year.

End of Year Attainment in relation to ARE				
Significantly below expected	Below expected	At expected	Above expected	Significantly above expected
Previous years age band	Beginning / beginning+	Developing	Developing+ / Embedded	Mastery / Next years age band

Example of how an 'average' child (ARE) would attain at different points in the year.

Y3 Child	Start of yr	Autumn ½ term	Christmas	Spring ½ term	Easter	Summer ½ term	End of yr
	2 dev	2 dev+	2 emb	2 mast	3 beg	3 beg+	3 dev

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.

We have set a high level of expected progress for the children to ensure excellent learning outcomes for all our learners.

In KS1, from end of Reception to the end of Yr. 2, we expect 14pts progress (7 a year).

In KS2, from end of Yr. 2 to the end of Yr. 6, we expect 24pts progress (6 a year).

Both of these expectations mean that children are aiming to be secure at the end of Key Stages rather than partially achieving a curriculum year bands expectation.

In relation to higher achieving pupils (previously G&T), the new 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 there 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 there ARE – this way we are ensuring the focus is on embedding, deepening and mastering rather than merely accelerating progress through the age bands.