



Queens Church of England Academy

Learning and Growing in the Love of God

Assessment Policy

Adopted by the Leadership team
Approved by full Governing Body

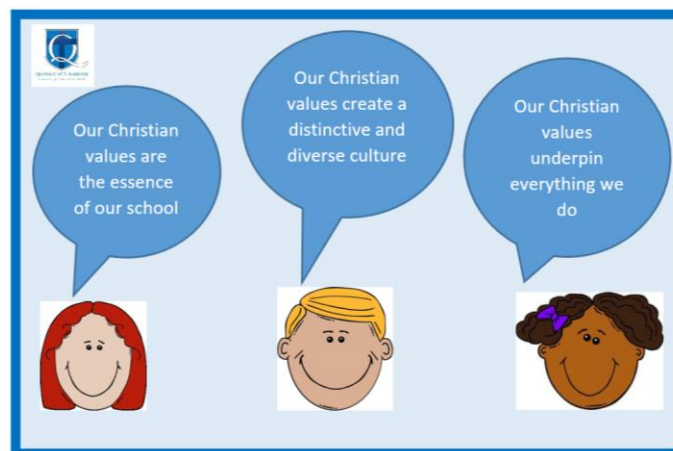
September 2019
9 December 2019

Signed by Chair of Governors

Paul Allred

To be reviewed

September 2020



DIVERSITY!

“Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.” - 1 Corinthians 12:12

**FALL DOWN
SEVEN TIMES,
STAND UP
EIGHT**

“For though the righteous fall seven times, they rise again...” - Proverbs 24:16a

Introduction

This policy sets out how we, at Queens C of E Academy, assess our pupils.

Accurate assessment is key to understanding what our pupils can do in order to plan the next steps in their learning. By tracking each pupil's progress, teachers and leaders can identify where pupils need to make greater progress and put in place strategies to support this.

This document should be read alongside the National Curriculum, as well as other school policies, including:

- Curriculum Policy
- English Policy
- Mathematics Policy
- Curriculum Map and termly overviews
- Teaching and Learning Policy
- SEN Policy
- EAL Policy
- Marking and Feedback Policy

How We Assess:

We use two types of assessment:

Formative Assessment (AfL)

Formative assessment takes place daily, against precise learning intentions and success criteria. Teachers use their professional judgement of pupils' progress against these, using marking, questioning or observation during lessons. As a result, they are able to set personalised 'next steps' to help pupils or to adapt their daily or weekly planning to meet the needs of groups, classes or individuals.

Summative Assessment

Summative assessment is carried out at 6 points during the academic year:

1. Baseline assessments, September
2. Autumn half-term (October)
3. End of Autumn term (December)
4. Yearly mid-point (February ½ term)
5. End of Spring term (April)
6. End of Year (July)

Each pupil has an individual assessment grid for Reading, Writing and Mathematics outlining National Curriculum requirements in each subject. Teachers use evidence in pupils' work to make judgements of attainment against these success criteria. These are then logged on the assessment grids and dated for future reference. Judgements made from these grids are then recorded on the School's on-line assessment system (I-track). For children who have special educational needs, their progress will be tracked on I-track but smaller steps of progress will be shown through the use of + grades.

At assessment points 3, 5 and 6 (plus 1 in year 3), teacher assessment is supported by tests in Mathematics, Reading and GPS (Grammar, Punctuation and Spelling). Moderation of books by the

Maths and English leads is carried out prior to assessment points 3 and 6 to ensure consistency across the school and to ascertain that the level inputted onto I-track is evidenced in books.

Pupil Interventions:

As a result of half-termly summative assessments, pupils may also be targeted for specific interventions in order to fill any 'gaps' in their learning or where a child is at risk of not making at least expected progress by the end of the year. The interventions are designed to last for half a term after which their progress will be reviewed.

Age-Related Expectations (ARE):

Our School's assessment success criteria are based upon National Curriculum statutory guidance for each year group. Therefore, pupils working at ARE should have started to attain ('commencing') the appropriate success criteria by assessment points 2 or 3.

It is expected that pupils working at ARE will be working within that set of criteria ('developing') in the Spring and Summer term (points 4 and 5) of a given academic year. It is not expected that pupils working at ARE will be fully 'secure' until they have demonstrated their application of key skills and concepts, i.e. Autumn term of the following year.

Pupils who are assessed as 'secure' before this are considered to be working above ARE and will be given opportunities to demonstrate that they are 'advanced' learners by working at greater depth.

In year 6, for instance:

Assessment point	ARE (pupil 1)	GDS (pupil 2)
1	Developing y5	Advanced year 5
2	Secure y5	Commencing year 6
3	Commencing y6	Developing y6
4	Dev y6	Developing/ Secure y6
5	Developing y6	Secure y6/ Adv y6
6	Developing/ Secure y6	Advanced y6

Using end of Key Stage 2 scores:

95-99 = 6 commencing

100-104 = 6 developing

105-109 = secure

110+ = advanced

Pupils working towards ARE, will access the curriculum for their age-group, with appropriate support and intervention put in place to 'fill in' gaps in their prior learning.

Measuring Progress:

Progress will be measured from baseline assessments so that expected progress is three steps per academic year (one point per term). It follows, that four steps or more is considered as 'better than expected progress'

Taking the example pupils above, pupil 1 would be expected to progress from year 5 developing to year 6 developing (which would equate to 'expected' year 6 standard), while being assessed as 'secure year 6' (scoring 105-109 in Key Stage 2 tests) would be judged as better than expected progress. Pupil 2 would need to reach 'Advanced' (GDS at Key Stage 2) to have made expected progress.

Termly Pupil-Progress meetings are used to identify those pupils who have not made expected progress, so that strategies can be put in place to support accelerated progress during the following term, and these pupils are closely monitored by class teachers and subject leaders.

From Key Stage 1 to the end of Key Stage 2, pupils are expected to make 12 steps of progress. It is expected that 90% of pupils will make expected progress, with 30% making better than expected progress, either to catch-up with their peers or to build on their prior learning at Key Stage 1, to work at greater depth.

For those children with special educational needs, whose progress may not be in-line with the example pupils above, their progress will be monitored using the I-track + grades.

