

St. John's Primary School

Assessment and Moderation Policy

'The main plank of our argument is that standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains'.

Inside the Black Box

Paul Black and Dylan Williams

Rationale

ASSESSMENT SHOULD BE USED TO FORM NEXT STEPS IN LEARNING

At St. John's Primary School assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Roles and Responsibilities

- **Head Teacher:** The Head Teacher has overall responsibility for managing the assessment process throughout the school. She will source relevant assessment tools to ensure rigour in assessment. She will monitor Assessment Folders to ensure they are relevant and maintained.
- **Class Teachers:** Each class teacher is responsible for planning appropriately for assessment. They should employ a variety of strategies for assessment and ensure that the assessment is fit for purpose. Teachers should then utilise assessment results to inform next steps in pupil learning. It is a teacher's responsibility to seek support from HT for any particular pupil or group who are identified as requiring support.
- **Pupils:** Pupils should be engaged in a culture of self-assessment. They should understand what they are they learning and why. They should be able to identify their strengths and also their development needs. Pupils should know where and how they can improve their identified areas for development. They should also engage in peer assessment.
- **Parents:** Parents have the right to view any information collated about their child and may ask to see assessment records. When discussing pupil progress specific assessment pieces would be

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an appropriate place to begin.

Types of assessment:

At St. John's Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AifL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of level test data
- provide information about pupils' areas of strength and weakness to build from in the future.

Arriving at Holistic Assessment Judgements

Moderation allows for agreement in standards and expectations within a school or across a Learning Community, ensuring robust judgements of learner progress and achievements.

"Moderation is informed by referencing a range of learner evidence from practitioners' own classrooms, while taking account of exemplification of national standards on the National Assessment Resource. This leads practitioners to be confident when reporting on progress, to learners themselves, other practitioners, members of the senior leadership team and parents."

FORMATIVE ASSESSMENT