

# CHELLINGTON CHURCH OF ENGLAND FEDERATION



## **Happiness Through Wisdom**

*“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”*

**Proverbs 20:15**

**Christopher Reeves VA Primary School/  
St. Lawrence VA Primary School**

# **ASSESSMENT POLICY**

**January 2024**

**Review Date: January 2026**

## **Statement of Intent**

The Chellington Federation Church of England Federation is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England Federation, the schools promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life thus encouraging Happiness through Wisdom - *"There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel."* Proverbs 20:15

In each school, we aim to build communities clearly based on Christian values. At Christopher Reeves, the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. *"Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go."* Joshua 1:9

At St Lawrence we encourage all children to 'Let Their Light Shine' through the core values of hope (Letting our light shine gives us hope for the future.), courage (We have courage to Let our Light Shine.) and perseverance (When we persevere our light can shine). *"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."* Matthew 5: 14-16

This policy, and its associated procedures and protocols, is based on these key principles.

## **Aims**

- To ensure that achievement and progress is recognised, recorded and reported.
- To ensure that academic potential is fulfilled.
- To ensure that assessment is part of the learning process.
- To encourage motivation and personal development.
- To inform curriculum planning and organisation.
- To inform lesson content, pitch and differentiation and the quality of Teaching and Learning.

Assessment in the Chellington Federation is in two forms; Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment).

## **Assessment of Learning**

Assessment of Learning has an important place in the education process. As it is summative by nature it will take place at the end of a unit of work or year or key stage. This kind of assessment is used to make judgements about a pupil's performance. Conclusions will usually be reported in terms of whether the pupils is working above, at or below expected levels using the Chellington Federation assessment criteria, statutory assessment guidelines (including Early Learning Goals) or end of key stage assessments. These will be set against national standards so that a pupil can evaluate their performance against others. It will be used to track individual pupils' and classes' progress over time.

- In Reception, pupils attainment is judged against whether or not they are on track to achieve the Early Learning Goals of the Early Year Foundation Stage Profile
- In KS1 and 2, assessments are carried out in reading, writing and maths
- Teachers make judgements against the National Curriculum programme of study and identify how well children are progressing towards the Age Related Expectations (ARE)
- A computer-based assessment tool, SIMs, is used to record a level of attainment and degree of progress in the core subjects

Pupils also take statutory national assessment tests as follows:

- Year 1 Phonics Check
- Year 4 Multiplication Check
- Year 6 SATs – reading, writing, maths and spelling, punctuation and grammar

Pupils completing their Reception year are judged against the Early Learning Goals (ELG), aiming to achieve a Good Level of Development (GLD) by achieving expectations in these five of the total seven areas:

- Communication and Language
- Physical Development
- Personal Social and Emotional Development
- Literacy
- Mathematics

### **Assessment for Learning**

In order for assessment for learning to be effective it should:

- Be embedded in a view of teaching and learning of which it is an essential part
- Involve sharing learning objectives/outcomes with pupils
- Aim to help pupils to know and to recognise the standards they are aiming for
- Involve pupils in peer and self-assessment
- Involve frequent feedback and questioning which enables pupils to recognise their next steps and how to take them

The following techniques are used in assessment for learning;

- Questioning
- Comment marking
- Formative marking
- Identifying targets for improvement
- Self-assessment
- Peer assessment
- Feedback from tests

### **Feedback**

Written feedback (marking) is one way that teachers ensure pupils recognise what their next steps are and how to take them. Written feedback is used where it represents the most effective way to secure progress.

Feedback is expected to:

- Identify errors and misconceptions to be addressed in subsequent lessons
- Inform lesson content, pitch and differentiation and the quality of teaching and learning
- Encourage pupils to reflect and act upon advice given
- Include a developmental point which indicates the next step in learning to ensure progress

Pupils' work is under continual review in order to ensure progress and challenging lessons. Teacher time should be spent predominantly planning subsequent lessons to ensure progress.

Staff are expected to keep a record of work which contributes to the overall judgement for current attainment and predicted grades.

Individual teachers are held to account for the progress and attainment of the pupils they teach. Progress of learning is examined through work scrutinies and forms part of the appraisal cycle. This is monitored and evaluated by Subject Leaders, the Senior Leadership Team and School Improvement Partners.

## **Data Analysis**

The senior leadership team use the assessment data provided by teachers each term on SIMs to carry out an analysis. This also forms the basis of discussion at pupil progress meetings which are conducted at the start of every term, to plan next steps, target support in class or provide specific interventions. In this way, the school can respond quickly to what the data is telling us, and check how successful targeted support or interventions are being.

## **Recording of Assessment Data**

A variety of recording systems are used which are manageable and purposeful. Teachers maintain their own paper recording system in class, which may include:

- Evaluation of individual lessons, for example, by annotating plans
- Written comments as part of marking in workbooks to indicate where pupils have provided evidence of their understanding
- Photo evidence & observation notes
- EYFS Profile sheets

Teachers of years one to six input data onto SIMs at the end of every term, following an assessment week. Pupil Progress Meetings are held for all classes to discuss this data and discuss support that might be necessary to improve outcomes for the pupils. The Executive Headteacher provides summary data to Governors each term, for the purposes of analysing data trends.

## **Assessment Moderation**

As both schools are small, it is particularly important that St Lawrence and Christopher Reeves engage in moderation of pupils' work and teacher judgement beyond the federation itself, as well as within the schools. The moderation process uses guidance produced by Bedford Borough and national exemplars to compare judgements. Teachers attend Bedford Borough Moderation events in Key Stage 2.

## **Monitoring and Evaluation**

The Executive Headteacher will ensure this policy is implemented consistently throughout the school discussing and consulting with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning. Core subject leaders will carry out monitoring on a termly basis and non-core annually, and will carry out moderation, book scrutiny and planning scrutiny as part of this process.

This policy has been reviewed and agreed by the Governing Body on 11<sup>th</sup> January 2024 and will be renewed in January 2026.

If you require a hard copy of this policy, please contact the school office.