



St Saviour's School

Achieve • Respect • Cooperate

St Saviour's School Assessment Policy



Updated October 2024

Rationale

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work hard to ensure our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

Assessment is a continuous process which is integral to teaching and learning. It should be incorporated systematically into teaching strategies in order to promote at least expected progress for individuals, groups and cohorts. At St Saviour's, we use the Jersey Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children in Key Stages 1 and 2, the Early Years Statutory Framework and Development Matters in the Foundation Stage.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and planned interventions
- Inform parents and school leaders about progress and attainment
- Ensure a consistent approach to measure progress towards and against island and national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning.

Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded termly. Assessment/test materials are used to support teachers with making accurate teacher assessment judgements. Summative assessments currently used in school are:

- ELS phonics assessments (EYFS and Year 1; Year 2 where applicable)
- White Rose block assessments
- PiRA
- Benchmarking (KS1 and those reading below ARE in KS2)
- YARC assessments (for identified pupils)
- CATs (Year 6 only)
- End of Key Stage Two Assessments- SATs (Year 6 only)
- Suffolk Single Word Spelling Test (KS2 only)

These assessments are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Monitoring

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Pupil Progress Meetings take place once each term, usually at the end of each term. Progress of pupils is discussed and reviewed and key barriers identified. As a result of these meetings, specific support and interventions are planned to support pupils as necessary/according to need. The allocation of resources and support staff are reviewed and planned for, at or following these meetings.

Roles and Responsibilities

- Headteacher and Deputy Headteacher: Monitor whole school data and progress: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data
- Senior Leaders: Use information from pupil progress meetings; Analyse data effectively to monitor the performance of individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils; Provide high-quality feedback; Use assessment information to inform planning; Monitor the performance of individuals, groups and cohorts; Adapt planning in order to raise standards
- Support staff: Support children with their learning as directed by class teachers; Provide feedback on pupil's learning and progress
- Parents/Carers: Support children with home learning

Assessment Criteria

Key Stage 1 and 2 pupils are assessed in year group 'bands,' (Yr 1 to 6) within which are 3 stages according to levels of independence, attitudes and ability to transfer skills and knowledge across subjects/contexts - Emerging, Developing and Secure. Each term, teachers record whether a child is: working significantly below age related expectations, working towards ARE (Emerging/Developing) , working at ARE (Developing/Secure) or working at Greater Depth.

Foundation Stage pupils will be assessed within and against the Development Matters age bands and the Early Learning Goals as Emerging, Expected or Exceeding.

Communication with Parents

Pupil's attainment and progress will be discussed at Parent Consultation Meetings which take place twice during the school year (October and June). Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points.

Mid-year written reports (March) will comment on children's attainment and progress and key next steps will be included in these reports. Parents are then fully informed of next steps and are able to support with them. These next steps are followed up and parents informed of progress during parent consultation meetings in the Summer Term.

Marking/Feedback

Please refer to the Marking and Feedback Policy

Assessment within Early Years

Assessment in Foundation Stage mostly happens in the moment. Teachers and practitioners are constantly looking and asking questions to find out what children know and understand so they can adapt their teaching and the activities they provide to support next step learning for each child. They use the information they have found out to make changes straight away or to plan things for the next session. In Nursery and Reception, teachers make assessment judgements on children's all round progress at the end of each term.

The Headteacher, Deputy Headteacher and SENCO meet with each teacher every term in order to discuss progress of individuals and groups of children. Wherever children are not making good progress, additional support is planned for individuals or groups of children. We make sure parents and carers are informed if their children are receiving additional support and suggest ways in which they can help support with specific things too.

Assessment judgments are made against age development bands set out in Development Matters, at the end of Reception, children's achievement is reported to parents against the Early Learning Goals as Emerging, Expected or Exceeding.



Parents

Parents are included in their child's learning journey via Tapestry, home tasks and notice boards. We have 2 formal Parents Evening's in the Autumn and Summer terms. School reports are given out mid-year and parents have the opportunity to discuss them with the teachers. Their next steps are included in the reports so that parents are informed and able to support with these. Parents can ask to meet with the teacher at any point in order to find out more about their child's learning and progress and to discuss any queries or concerns they may have.

Policy to be regularly monitored and reviewed by October 2027