



Merchant Taylors' School

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Assessment and Reporting Policy

Assessment Policy

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Assessment is the means by which the progress of pupils is measured and monitored. It is used to inform curriculum planning, learning programmes and identify where additional support might be needed (LDD, EAL and G&T). It also enables to analyse and compare performance of specific groups in school e.g. gender, SEN.

Aims

We endeavour to provide a rigorous assessment system which provides accurate information about pupils' academic potential and levels of attainment and is effective in supporting pupils to make progress.

Assessment at Stanfield Merchant Taylors' School will:

- Be a key factor in the learning and teaching of each pupil.
- Identify learning goals to be shared with pupils in an appropriate manner.
- Aim to help pupils know and recognise the standards that they are aiming for
- Involve pupils in self-assessment.
- Provide feedback which leads to pupils recognising their next steps and how to take them.
- Be underpinned by developing every pupil's confidence so that they can improve
- Involve both teacher and pupil reviewing and reflecting on assessment outcomes in an age appropriate manner.
- Provide regular information for parents which enables them to support their child's learning.
- Provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Rationale

The overall purpose of assessment is to support learning and to provide all partners with sufficiently dependable information and feedback to inform judgements, choices and decisions about learning and to inform planning for improvement.

Good assessment supports children's learning as part of classroom practice so that parents, other staff and the pupils themselves can confidently rely on informed professional judgements about a pupil's progress and achievements. Teaching systematically assesses pupils and uses that assessment to plan and modify provision for them. Sound quality assurance of teachers' assessments in school ensures that we can all share a common understanding of the outcomes and standards expected of children at different stages of their education.

At Stanfield Merchant Taylors' School we do this by:

- Ensuring pupils understand what they are trying to learn by sharing learning objectives and success criteria.
- Sharing with pupils, examples of good work as models for success.
- Exploring the pupil's understanding through careful questioning.
- Encouraging the pupils to check their own performance through peer marking, checking their own work, discussion and circle time.
- Providing pupils with quality feedback in an appropriate form, about how well they are doing and celebrating achievement.
- Delivering good advice to the pupils, verbally and written, in a form which is appropriate to the age and stage of development of the child.
- Providing appropriate training and development opportunities for all staff.
- Involving staff, children and parents (via parent workshops) in talking and thinking about important aspects of the child's learning and what needs to be done next. (For some pupils this will lead to additional support which may be recorded in IEP's).
- Keeping a track of all pupils via termly pupil progress meetings and targeting specific groups of learners as identified by monitoring.
- Adjusting planning in response to assessment.
- Using outcomes of assessment in all subjects, including RSE in line with statutory guidance, to identify the next steps in learning for individuals, groups or classes and to provide an overview of a pupil's progress through the school.

- Using analysis of statistical evidence to measure past performance and set targets for individual children and to assess overall school performance.

It is therefore important that both formative and summative assessments are incorporated into the planning process.

Summative assessment

Summative assessment is useful because it:

- Supports teacher assessment.
- Provides diagnostic information to inform future planning.
- Informs pupil tracking, targeting, grouping and planning.
- Identifies strengths and weaknesses and informs IEP's.
- Gives a measure of pupil attainment and is an aid to target setting.
- Informs reporting to parents.
- Provides key information for pupil transfer to Merchant Taylors' main schools (or other schools).
- Informs school self-evaluation in analysing the effectiveness of teaching and learning.
- Provides information for individual pupils, measuring attainment, versus national data.

Recording

At Stanfield, we recognise that a range of assessment strategies are used and that it is unnecessary to record *all* assessment, but only information that affects future learning.

For details and examples of data collected please refer to *Assessment Data Files*.

Moderation

Moderation at Stanfield is important to ensure a consistent approach in assessment throughout the school.

To ensure this:

- Year group partners and moderators will meet to moderate written assessments.
- Subject leaders will moderate work through planning and work scrutinies, and provide feedback to members of staff.

Reporting

Reports should promote and provide:

- Useful information to parents.
- Good home/school relationships.
- An opportunity for discussion with parents.
- Targets for the pupil.
- Useful information for other outside agencies

Assessment Schedule

Autumn Term

September

Reading Tests for Years 3-6

Spelling Tests for Years 3-6

October

PTE

A written PTE report is completed by the form teacher and used as a reference point at half-term parents evening. Action points can be made on the document during the parent/teacher meeting. After the meeting, the document is sent to the Head Teacher, for information and signing, then a copy is sent to the parents and the original document is stored in the individual pupil file.

December
PUMA for Y1-6
PIRA for Y1-6

Spring Term

March
CAT Tests - Y3 and 5
VR and Non VR for Y4
Writing Assessments Y1-6
PUMA for Y1-6
PIRA for Y1-6

March
PTE

A written PTE report is completed by the form teacher and used as a reference point at half-term parents evening. Action points can be made on the document during the parent/teacher meeting. After the meeting, the document is sent to the Head Teacher, for information and signing, then a copy is sent to the parents and the original document is stored in the individual pupil file.

Summer Term

May
PUMA for Y1-6
PIRA for Y1-6

July

A full annual written report is sent to parents at the end of the Summer term. This provides information on progress and attainment in all subjects and data from end of year assessments in Maths and English.

Additional Assessments

Pupils for whom we have concerns/are monitoring complete York reading assessments.
All new Y2 pupils complete the Salford Sentence Reading Test
Y1 and Y2 (sometimes Y3 where we have weak pupils) complete the phonic screen.

Transition

At the end of each academic year, Individual pupil files are passed on to the next form teacher and a 'hand over' meeting takes place to discuss each child.