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# Assessment policy

## September 2015

Other academy related policies that support this policy are: Teaching and learning, Marking and feedback

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Date issued:

EAB approved

Review date:

<b>POLICY TITLE</b>	Assessment
<b>RESPONSIBLE COMMITTEE</b>	Curriculum Committee
<b>RATIONALE</b>	<ul style="list-style-type: none"> <li>To provide effective procedures for Assessment in Key Stage 1 and Key Stage 2.</li> </ul>
<b>PURPOSES</b>	Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools both locally and nationally.
<b>GUIDELINES</b>	<ul style="list-style-type: none"> <li>All children in Years 1-6 will be assessed on the Sheffield Stat document for Reading, Writing, GPS and Mathematics.</li> <li>Children who participate in daily phonics will also be assessed.</li> <li>Teachers are responsible for keeping their own formative assessment records and uploading these onto Eaz Mag termly.</li> <li>Summative assessments will be carried out at different points in the year.</li> <li>Teachers will complete Sheffield Stat assessment sheets for every child half termly. Combined with day to day formative assessment will ensure teachers effectively plan for the next stage of learning.</li> <li>Teachers will submit teacher assessment levels termly; both in academy and cross academies moderation will follow this.</li> <li>Termly reports are created by SLT and subject leaders to ensure that individuals and groups are all making progress.</li> <li>Professional meetings to agree final teacher assessment will be carried out after moderation process and after any summative assessment has taken place</li> <li>Teacher Assessment levels are generated in Eaz mag through the analysis of the formative data.</li> <li>Leaders will meet staff half termly for pupil progress meetings.</li> <li>Any child causing concern, either by not making expected progress or being behind ARE, will receive extra closing the gap sessions in the afternoon taught by the class teacher.</li> <li>Children who are identified to require a specific intervention programme or have an additional need intervention will be placed on a provision map and monitored. Children who are on an intervention will also take a baseline and exit assessment.</li> <li>Senior Leaders will hold half termly achievement meetings with leaders to discuss progress and attainment of children in their subject.</li> <li>Leaders will attend 3 curriculum meetings to be challenged on achievement by the EAB members.</li> <li>An identified EAB member will hold half termly challenge meetings with the Head of Academy looking at the Academy's Key Performance Indicator sheet.</li> </ul> <p><b><u>Feedback to pupils</u></b></p> <p>We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to further improve their</p>

	<p>work.</p> <ul style="list-style-type: none"> <li>• We give children instant verbal feedback on their work whenever possible, (usually during the lesson).</li> <li>• Pupils are also provided with regular written feedback from their class teacher. Such feedback often requires a written response from the child (response marking).</li> <li>• Children are given time to respond to this feedback using a blue pen</li> <li>• Teachers acknowledge the child’s correct written response by highlighting the response green. If further support is needed, the CTG is highlighted pink (see separate marking and feedback policy)</li> </ul> <p><b><u>STAT Assessment</u></b></p> <p>The Assessment Scale The Sheffield Assessment Scale is based on progressive learning benchmarked on a continuous curriculum from Development Matters (Early Education, 2012) into The National Curriculum in England (DfE, 2015).</p> <ul style="list-style-type: none"> <li>• The curriculum has been divided into learning steps.</li> <li>• There are 3 steps for each chronological year.</li> <li>• Each of the 3 steps within one curriculum year is described as Beginning, Developing and Secure.</li> <li>• Over a period of one year a typical pupil would therefore take 3 steps forward. This would be expected progress</li> <li>• Pupils can be assessed as being on any step at any time; however, there may, in exceptional circumstances, be some children working on a step above/below their age. This is at the discretion of the SLT and subject leaders.</li> <li>• Baselines for the beginning of each year will take place in October to allow children complete objectives, particularly in maths, to attain the ‘Entering’ goal of their year group.</li> </ul> <p><b><u>Key Performance Indicators (KPIs)</u></b></p> <p>We believe that if not embedded, some skills within a subject will hinder children progressing at a later stage. These skills are hierarchical. They are considered as essential aspects for pupils to understand if the final step on a planning grid (secure) is to be awarded. In the English-related planning and assessment grids this means they must be evidenced at the embedded level. In mathematics they must be acquired. These skills are given priority in the curriculum and are assessed on a termly basis by the class teachers.</p>
<p><b>FURTHER DETAILS CONTAINED IN DOCUMENTS</b></p>	<p>Teaching and learning Policy</p>