
SAINT NICHOLAS SCHOOL

ASSESSMENT POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed Oct 2019

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1. INTRODUCTION

Knowing levels of attainment is as necessary as is knowing the overall potential and talents of all individuals. Our concern is to provide our children with an effective programme and to assist them in overcoming those problems which prevent them from achieving their highest possible standard. Effective summative and formative assessment is one way in which this objective may be realised.

Programmes of assessment are an integral part of the medium term planning, and must reflect the knowledge, skills and values they contain. A programme of assessment reflects the different styles that we can employ to gauge children's understanding, ability to recall knowledge, use techniques and apply skills.

2. SUMMATIVE ASSESSMENT

Summative assessment refers to the assessment of the learning and summarises the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.

Pupils need to know exactly what needs to be done and how it can be achieved. As part of their briefing they also need to know by what criteria a piece of work may be judged, though there are always general standards which apply.

3. HOMEWORK TASKS

See [Homework Policy](#)

4. SUMMATIVE ASSESSMENTS & EXAMINATIONS

In the Lower School there are end-of-term or end-of-year assessments when a check is made on overall progress, including reading and spelling ages.

All examinations aim to provide information on levels of attainment and progress from which targets for the coming term or year may be set. They also give practice in the tackling of formal examinations, including learning to learn, to revise and to work within limited time. Formal annual examination take place as follows:

- Lower School – usually in May / June
- Middle School (Year 6 and 7) – usually in May/June
- Year 8,9 and 10 – In February / March
- Year 11 - 'Mock' examinations take place immediately after the Christmas break. The examination papers aim as far as possible, to replicate the format of the actual GCSE papers. For Year 11 pupils the results of these examinations assist in the selection of appropriate entry levels for pupils in each subject. These examinations apply only to **linear** GCSEs. GCSE terminal examinations are taken by Year 11 pupils in the summer term.

5. EXTERNAL BASELINE & PROGRESS ASSESSMENTS

Performance Indicators in Primary Schools (PIPS) and MIDYIS are assessment and information systems offered by the Curriculum, Evaluation and Management (CEM) Centre at the University of Durham. A number of assessments are provided at intervals between Reception and Year 8, enabling the tracking of pupils as they pass through the school. On each occasion, feedback is returned to schools in the form of charts and tables, along with advice on how to use the information.

5.1 PIPS

PIPS assessments are curriculum based and are reviewed annually for validity and reliability. PIPS tracks a number of aspects of schooling as pupils move through the primary sector and MIDYIS relates to the 'middle years' of the secondary sector. Data on individual pupils is gathered using assessment materials that are quick and easy to administer. These data are processed at CEM in Durham and the results passed back to schools. The results allow schools to look objectively at the progress and attitudes of individual pupils. PIPS feedback also enables teachers to judge their school's performance within the context of the many others using the assessments, whilst respecting the confidentiality of each school's results.

The PIPS assessments take place in

- Reception – start and end of the year
- Year 2 – in February
- Year 1,3, 4 and 5 – end of year
- Year 6 – in February

5.2 MIDYIS

The MIDYIS assessments are carried out in Year 7. The pupils in Year 7 take the University of Durham MidYIS test (Middle Years Information System) assessment. This is taken in the autumn term and is externally marked. The information gained from this test is used to give an indication of 'value added' as well as predicted GCSE grades.

6. FORMATIVE ASSESSMENT

This type of assessment is where teachers are constantly forming opinions about the standards of work being achieved by individuals. Because they have the opportunity to see the pupils in a variety of learning situations, it is possible to have clear ideas about an individual's strengths or weaknesses.

While working with pupils over time, teachers will recognise those children as having specific learning, emotional, behavioural and/or physical difficulties. They may also reflect on a child's overall potential or compare performance in different types of task.

When a problem is identified, it is important to set up strategies to improve the situation and to measure improvement. This involves formal action, first collecting information through observation. Teachers must not rely on impression or experience alone, nor must they try to manage the situation in isolation from their colleagues.

Some possible strategies are:

- Keep the Headteacher, Deputy Head and the head of section informed about any pupil who is not making effective progress.
- Use staff meetings to alert colleagues about problems concerning specific pupils.
- Consult and discuss concerns with the SENCO.
- Observe the pupil in different working situations if at all possible.
- Devise a strategy to try to help the pupil to overcome his or her particular problem, seeking support from others where necessary.
- Adjust medium and short term plans accordingly and/or develop and Personal Pupil Passport (PPP).
- Review progress regularly.

Whilst this is relatively easy for a class teacher in the younger part of the school, subject specialists tend only to see a child in one subject area. The subject specialists have a collective responsibility for the children. The situation here may be different, as the teacher may teach the child for a number of years. Learning difficulties in particular areas may have already been identified. The children tend to be more mature and may be able to discuss their difficulties in more depth

There are a number of procedures that should be followed:

- Always inform the form teacher if there is a concern about a child's work. A whole picture can therefore be built up of the child's problems.
- Establish targets for groups through discussion with the form teacher or from past performance.

- For the effective learning of all pupils including those with individual special needs, it is essential for teachers to refer to the Special Needs records in lesson preparation and target setting.
- Discussion with colleagues can help provide further information regarding pupils' performance and achievements.

EYFS

7. ASSESSMENT AT THE END OF THE EYFS

7.1 The Early Years Foundation Stage Profile (EYFSP)

- In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child.
- Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').
- Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Moderation meetings between EYFS and Year 1 will take place to agree levels of development. This will be carried out with levels of Tapestry, the online profiling system.
- The school will share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

7.2 Phonics Assessment

- In addition, pupils will be assessed on a termly basis against the Phonic phases. Year 1 teachers will be given a copy of the Phonic Assessments by EYFS teachers. This will enable Year 1 teachers to determine their next steps.
- Each term EYFS pupils will be given targets on their next steps within their writing and maths. This will be generated from Tapestry and teacher documentation.

7.3 Information to be provided to the local authority

The school

- Will report EYFS Profile results to local authorities, upon request.
- Will permit the relevant local authority to enter the premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments.
- Will take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.