



---

**St. Giles' C of E (Aided) Infant School**

**Dene Road, Ashted, KT21 1EA**

## **Assessment Policy**

**“Loving God and Loving our Neighbour”**

Responsible Governor	Headteacher
Approved by the Governing Body	Autumn term 2023
Date of Next Review	Autumn term 2025
Chair of Governors signature	

## **Statement of principles**

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

### **1. Aims**

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- › Clearly set out how and when assessment practice will be monitored and evaluated

### **2. Legislation and guidance**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### **3. Assessment approaches**

At St Giles' C of E (A) Infant School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### **4.1 In-school formative assessment**

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In school formative assessment may consist of:

- › Memory retrieval practice
- › Verbal feedback
- › Questioning
- › Questions at the end of a unit
- › Peer to peer assessment
- › Self assessment

#### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- › **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- › **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

#### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Early Years Foundation Stage (EYFS) profile at the end of reception

- › Phonics screening check in year 1
- › National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2)

## 5. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. The school recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- › During assessments, including internal and external assessments, and coursework
- › To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- › As a research tool to help them find out about new topics and ideas

## 6. Reporting to parents/carers

Assessment data will be reported to parents at the end of each academic year.

The school regularly holds parents evenings to discuss progress and next steps.

### **This will include:**

Outcomes of statutory National Curriculum teacher assessments

## 7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **8. Roles and responsibilities**

### **8.1 Governors**

Governors are responsible for:

- › Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### **8.2 Headteacher**

The headteacher is responsible for:

- › Ensuring the policy is adhered to
- › Monitoring standards in core and foundation subjects
- › Analysing pupil progress and attainment, including individual pupils and specific groups
- › Prioritising key actions to address underachievement
- › Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### **8.3 Teachers**

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

## **9. Monitoring**

This policy will be reviewed every two years by the Curriculum and Learning Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

## **10. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Special Educational Needs policy
- Subject policies
- Equal Opportunities
- Teaching and learning policy