

Catch22 Include Suffolk Primary School

Assessment Policy

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Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher Daryl Bates
Queries to:	Headteacher Daryl Bates
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Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff and managers

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities.

Purpose

Working with people to achieve their purpose in education, employment, or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

What is the policy about?

Assessment is a fundamental part of teaching and learning at Catch 22 Include Suffolk Primary School. It is used to develop a clear understanding of each pupil's knowledge, skills, understanding, strengths and areas for development. Effective assessment enables staff to identify what pupils know and can do, recognise barriers to learning, provide appropriate support and challenge, and plan teaching that meets individual needs.

Assessment is an ongoing process and is an integral part of everyday teaching and learning. It enables pupils to receive meaningful feedback about their learning and understand how they can improve. It also enables teachers and other staff to evaluate the effectiveness of teaching and use assessment information to inform future planning.

At Include Suffolk Primary School, we recognise that assessment needs to reflect the individual needs and starting points of our pupils. Many pupils may have experienced disrupted education, may be working below their chronological age expectations, or may have additional needs that affect their engagement with learning. Assessment therefore forms part of our wider understanding of the pupil and is considered alongside information about their social, emotional and behavioural development, including information gathered through the Boxall Profile where appropriate.

There are different forms of assessment:

- **Formative assessment** is the ongoing formal and informal assessment that takes place during lessons, across units of work and throughout the school year. This includes observation, questioning and discussion, interaction with pupils, examination of written work, listening to pupils read, and the use of low-stakes assessments and tests. Formative assessment enables staff to identify misconceptions, gaps in knowledge and areas for development and to adapt teaching accordingly.
- **Summative assessment** is the more formal assessment of pupils' attainment and progress. This may include end-of-unit or end-of-topic assessments, assessments provided as part of curriculum programmes, and statutory or external assessments where appropriate. Summative assessment provides information about the outcomes pupils have achieved and supports the monitoring of progress over time.
- **Baseline assessment** is undertaken when pupils join Include Suffolk Primary School. Information from the pupil's previous school placement is sought wherever available and is considered alongside information gathered through activities and assessments undertaken during the pupil's transition into school. This enables staff to establish an appropriate starting point and identify the curriculum outcomes and areas of development that should form the focus of teaching.

Assessment information is gathered from a range of appropriate sources. This includes teacher assessment and observation, school-based assessments, curriculum programme assessments such as those provided through Read Write Inc., Kapow and Jigsaw, statutory

and external assessments where appropriate, and information relating to pupils' individual targets and outcomes, including SEND and EHCP outcomes.

The school also uses Gridmaker to monitor whole-school coverage and development in areas including Spiritual, Moral, Social and Cultural (SMSC) development and British Values. This provides an additional means of monitoring pupils' wider personal development and the opportunities provided through the curriculum.

Assessment information is recorded and monitored using Insight. Relevant assessment data is transferred to and stored within SIMS in accordance with the school's data management procedures. Assessment information is analysed regularly to identify progress, gaps and areas requiring additional support or intervention.

This policy aims to:

- provide clear guidance on the school's approach to formative, baseline and summative assessment;
- establish a consistent and coherent approach to recording, analysing and reporting assessment information;
- ensure assessment is used effectively to inform teaching, planning, intervention and support;
- ensure that pupils' individual starting points, needs and circumstances are considered when assessing progress;
- support staff to identify and respond to barriers to learning, including those associated with SEND and social, emotional and behavioural development;
- monitor pupils' academic progress alongside their wider personal development;
- provide appropriate information to parents, carers, dual registration schools and other relevant professionals;
- ensure that assessment practice is monitored and evaluated regularly; and
- support pupils to make progress towards their individual targets and to develop the knowledge, skills and confidence required for their next stage of education, training and employment

1. Who does this policy apply to?

This policy applies to all staff, pupils, parents and carers at Catch 22 Include Suffolk Primary School. It also provides relevant information for governors, the local authority and other professionals or organisations involved in supporting our pupils and evaluating the provision of the school.

The **Headteacher** is the policy owner and has overall responsibility for ensuring that the policy is implemented, monitored and reviewed effectively.

The **Deputy Headteacher** has day-to-day responsibility for assessment across the school. This includes overseeing assessment practice, supporting staff to implement the school's assessment procedures, monitoring the quality and consistency of assessment, and ensuring that assessment information is used effectively to inform teaching, intervention and pupil progress.

Teachers and other relevant staff are responsible for carrying out assessment in accordance with this policy, recording assessment information accurately, using assessment to inform planning and teaching, and contributing to the monitoring of individual pupil progress.

All staff have a responsibility to contribute to a consistent approach to assessment and to share relevant information about pupils' learning, development, needs and progress.

The Headteacher and Deputy Headteacher will monitor the implementation and effectiveness of this policy and review assessment practice regularly to ensure that it continues to meet the needs of pupils at Include Suffolk Primary School.

3. Policy requirements

3.1 Curriculum, Teaching and Assessment

The Primary National Curriculum sets out the knowledge and skills that pupils should develop throughout their primary education and provides a range of objectives for pupils to learn within each year group. At Catch 22 Include Suffolk Primary School, we plan our teaching around these objectives, ensuring that knowledge and skills are understood, developed and built upon over time.

Our curriculum is carefully sequenced to support pupils to develop secure knowledge and skills and to make meaningful connections between their learning. Key knowledge and skills are revisited regularly to check understanding, address gaps and support pupils to retain learning in their long-term memory.

We recognise that pupils joining Include Suffolk Primary School may have a wide range of educational experiences, starting points and levels of attainment. Some pupils may be working below their chronological age expectations and may therefore access learning based on objectives from an earlier year group. Where appropriate, pupils may work across different year-group expectations within different subjects according to their individual needs and starting points.

Teachers use assessment information to identify the appropriate knowledge and skills for each pupil and to plan learning that is suitably matched to their current level of understanding. Assessment is used throughout the teaching sequence to identify what

pupils have understood, what they need to revisit and where further teaching or intervention is required.

As pupils develop their knowledge and skills, teachers assess whether learning has been sufficiently understood and secured. Where appropriate, objectives are revisited and reinforced before pupils move on to new learning. This ensures that progression is based on secure understanding rather than simply moving through curriculum content.

The curriculum and assessment approach therefore work together to ensure that pupils are appropriately challenged and supported, while recognising and responding to individual differences in attainment, need and rate of progress.

3.2 Baseline Assessment

Pupils join Catch 22 Include Suffolk Primary School at different points throughout the academic year and with a wide range of educational experiences, attainment levels and individual needs. Establishing an accurate understanding of each pupil's starting point is therefore an important part of the assessment process.

During the transition and admission process, the school will seek relevant assessment and educational information from the pupil's previous school or educational placement. This may include previous assessment data, curriculum information, reports, SEND information, EHCP outcomes and other information that supports our understanding of the pupil's learning, development and individual needs.

Where available, previous assessment information is considered alongside information gathered by staff during the pupil's transition into Include Suffolk. Teachers use a range of appropriate activities and assessment opportunities across subject areas to develop an understanding of the pupil's existing knowledge, skills and understanding.

Baseline assessment may include information from:

- previous school assessment and tracking information;
- teacher assessment and observation;
- reading, writing, spelling and mathematics assessments;
- assessments associated with curriculum programmes used by the school, such as Read Write Inc., Kapow and Jigsaw;
- information relating to SEND and EHCP outcomes;
- information about the pupil's social, emotional and behavioural development, including Boxall Profile information where appropriate; and
- information shared by parents, carers and other professionals involved in supporting the pupil.

Where appropriate, pupils may undertake standardised or school-based assessments as part of establishing their baseline. These may include the assessment tools identified within the school's summative assessment procedures.

Teachers use the information gathered to identify the curriculum knowledge and skills that pupils have already secured, those that require further development and the appropriate year-group objectives or curriculum pathway for the individual pupil. Some pupils may be working below their chronological age and may therefore be assessed against objectives from an earlier year group or, where appropriate, the Early Years Foundation Stage framework.

Baseline information is recorded and used to establish an individual starting point for each pupil. This information informs curriculum planning, individualised targets, intervention and support and provides a reference point against which subsequent progress can be considered.

Baseline assessment is not intended to be a single assessment event. Staff continue to develop their understanding of each pupil through ongoing formative assessment and observation as the pupil settles into school. Initial judgements may therefore be refined as further evidence of learning and development becomes available.

Assessment information gathered during the baseline process is recorded on Insight, with relevant data transferred to and stored on SIMS in accordance with school procedures.

3.3 Individualised Progress and Targets

At Catch 22 Include Suffolk Primary School, we recognise that every pupil has different starting points, needs, strengths and barriers to learning. Assessment is therefore used to measure progress from each pupil's individual starting point and in relation to their individual potential.

Individualised targets are established using baseline assessment, prior learning and identified needs. Targets are reviewed regularly and are meaningful, achievable and appropriately challenging for each pupil.

Progress is assessed through a range of evidence, including teacher assessment, curriculum assessments, pupils' work, observations and progress towards individualised targets and SEND or EHCP outcomes where appropriate.

Assessment information is used to inform teaching, intervention and support. We recognise that pupils make progress at different rates and in different ways.

Our aim is for every pupil to make meaningful progress from their individual starting point and achieve the best outcomes possible in relation to their abilities, needs and potential.

3.4 Formative Assessment

Formative assessment is an ongoing part of teaching and learning. It enables staff to identify what pupils know and understand, identify gaps or misconceptions, and adapt teaching to meet individual needs.

Formative assessment may include:

- observation of pupils during learning;
- interaction, questioning and discussion;
- review of pupils' written work;
- listening to pupils read;
- low-stakes tests, such as times tables and end-of-topic assessments; and
- other appropriate evidence of learning, including photographs or audio recordings where relevant.

Assessment takes place throughout lessons and across units of work. Staff use the information gathered to provide feedback, address misconceptions, plan next steps and support pupils to make progress towards their individualised targets.

3.5 Programme-Specific and Wider Assessment

Alongside teacher assessment, the school uses assessment approaches provided within curriculum programmes to support the monitoring of pupils' knowledge, skills and progress. These may include assessments within programmes such as Read Write Inc., Kapow and Jigsaw.

The school also uses the Boxall Profile, where appropriate, to support staff in understanding pupils' social, emotional and behavioural development and how this may affect their engagement with learning and assessment. This information is considered alongside academic assessment to inform planning, support and individualised targets.

Gridmaker is used to monitor whole-school coverage and assessment of areas including SMSC and British Values. This supports the school in ensuring that pupils have appropriate opportunities to develop their wider personal and social understanding alongside their academic learning.

Information from these different assessment approaches is considered alongside other assessment evidence to develop a holistic understanding of each pupil and their progress.

3.6 Half-Termly Data Capture and Analysis

Each half term, assessment information recorded on Insight is reviewed and updated to provide an overview of each pupil's progress against their individualised targets and curriculum outcomes.

Relevant assessment data is transferred to and stored on SIMS. Staff analyse the information to identify progress, gaps in learning and any areas where additional support or intervention may be required.

Assessment information may be used to inform discussions with parents and carers, dual registration schools, external professionals and other relevant stakeholders, including as part of annual reviews where appropriate.

The information gathered through the assessment process is used to inform future planning, teaching and intervention and to ensure that pupils continue to receive appropriate support and challenge.

3.7 Summative Assessment

Summative assessment provides a more formal measure of pupils' knowledge, skills and understanding. It is used alongside formative assessment to provide evidence of attainment and progress and to inform future teaching and support.

Our termly summative assessments include:

- Sandwell Numeracy Assessment;
- British Spelling Test Series; and
- New Group Reading Assessment.

The school also uses:

- end-of-unit or end-of-topic assessments;
- assessments provided as part of curriculum programmes, including Read Write Inc., Kapow and Jigsaw;
- other standardised assessments where appropriate; and
- statutory or external assessments where applicable.

The timing and frequency of assessment will be appropriate to the needs and circumstances of individual pupils. Assessment information is considered alongside teacher assessment and other evidence of learning to provide a rounded view of each pupil's progress.

Where statutory or external assessments are undertaken, pupils will be appropriately prepared and supported to access the assessments. Where applicable, reasonable adjustments and agreed access arrangements will be considered in line with statutory requirements and individual pupil needs.

3.8 Pupils Working Below KS1

Some pupils may be working significantly below their chronological age. Where appropriate, EYFS outcomes will be used to assess and monitor their progress.

3.9 Marking and Feedback

Assessment is closely linked to the school's Marking and Feedback Policy. Staff provide regular feedback to help pupils understand their learning, identify areas for improvement and know their next steps.

Marking and feedback are used to inform teaching and support pupils in making progress towards their individualised targets.

3.10 Reporting Procedures

Assessment information is recorded on Insight and relevant data is transferred to SIMS as part of the school's regular assessment cycle.

Assessment information is used to monitor individual pupil progress and inform discussions with pupils, parents and carers, dual registration schools and other relevant professionals.

Where required, outcomes from statutory or external assessments will be reported to the appropriate bodies in line with current requirements.

4. Related Policies

This policy should be read in conjunction with the following school policies and guidance:

- Marking and Feedback Policy
- SEND Policy
- Curriculum Policy
- PSHE Policy
- Data Protection Policy
- Online Safety Policy
- Safeguarding Policy

5. Appendices

Appendix 1 – Assessment Indicators

The assessment approach records on Insight the learning objectives and outcomes that have been taught and assesses whether pupils have understood and secured these independently.

At each data collection point, the percentage of relevant learning outcomes met within each subject or strand is calculated. This percentage is then converted into an assessment indicator using the descriptors below.

Percentage of outcomes met Assessment indicator

10%	Emerging
30%	Developing
60%	Expected
75%	Exceeding
95%	High Exceeding

These indicators provide a consistent way of summarising assessment information and monitoring progress over time. They are not used as a fixed expectation of progress for individual pupils. Progress is considered in relation to each pupil's individual starting point, targets, needs and potential.

The percentage indicators are further broken down using + and – steps to provide a more detailed measure of progress:

Percentage Indicator

5–10%	Emerging –
11–20%	Emerging
21–30%	Emerging +
31–40%	Developing –
41–50%	Developing
51–60%	Developing +
61–65%	Expected –
66–70%	Expected
71–75%	Expected +
76–80%	Exceeding –
81–90%	Exceeding

91–95%	Exceeding +
96%+	High Exceeding

For example, a pupil in Year 5 who is working on Year 4 mathematics outcomes and has secured 40% of the relevant Year 4 outcomes would be recorded as 4 Developing –. Assessment information recorded on Insight is used to support the monitoring of individual pupil progress and is transferred to SIMS as part of the school's assessment cycle.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Assessment Policy (primary)
EIA completed by:	Head of Quality of Education
Date of assessment:	August 2020
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment, and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices, or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral, or negative impact for people who it applies to and who share one or more of the nine protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.

Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth)	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour, and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour, or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes