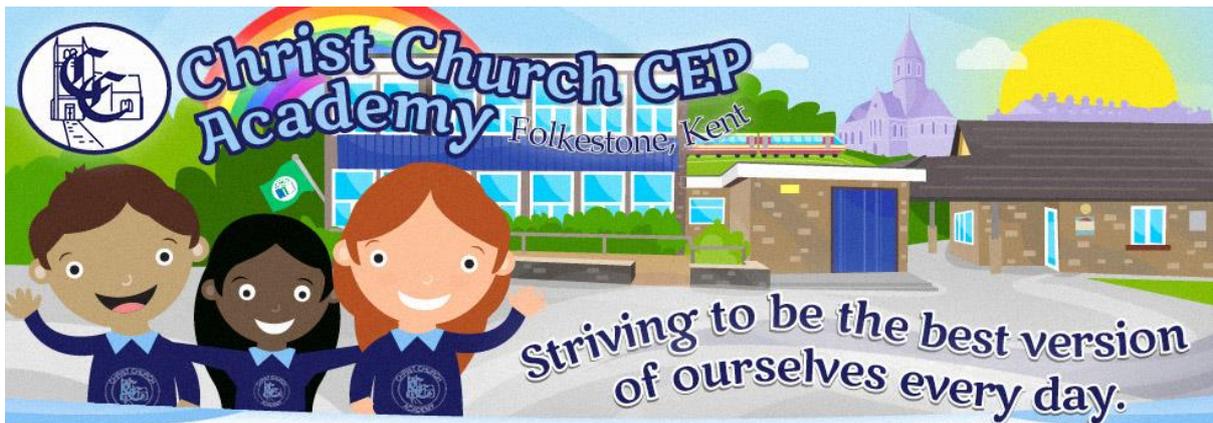


Christ Church CEP Academy

Assessment Policy



Striving to be the best version of ourselves every day.

Inspired by God's love, we humbly strive to be the best version of ourselves every day, in every way.

We cherish the dignity of each precious person: thankfulness, friendship, forgiveness and hope are at the heart of our inclusive community.

September 2021

Assessment is an integral and important part of life at Christ Church CEP Academy. Assessment takes two forms: summative and formative.

Summative Assessment is ongoing but less formal assessment of the children's progress and achievement. It includes but is not limited to:

- Marking children's work
- Feedback verbally
- Quizzes
- Self-Assessment
- Peer Assessment
- Teacher Assessment

Formal Assessment takes the form of testing which the children from Year 1 to Year 6 engage with six times a year. The children are assessed in Reading, Writing and Maths and this data is then tracked to ensure the children are making progress. Progress Meetings then occur in which Class Teachers, Intervention Teachers and the Team Leader discuss individual children and what strategies or interventions are required to support particular children.

Reading, Maths & Grammar, Punctuation and Spelling

Reading, Maths and GPS are tested six times a year. Each test the children sit has a 'pass' mark but all children also have a 'target' to reach each term. This is then used to track the progress they are making. Reading Assessments in EYFS and Key Stage 1 are based on Phonics and Benchmarking Tests. In Key Stage 2, the children are tested on their Comprehension Skills. In maths, the children sit a mixture of arithmetic and reasoning tests. The GPS tests test children's discrete grammar, punctuation and spelling skills.

This policy should be read in conjunction with our Reading Policy which outlines further information in regard to Reading at Christ Church.

Writing

Writing is regularly moderated across the academy. A sample of different children's work is moderated in year groups or across year groups and then determined whether the child is working at 'Below', 'Working Towards', 'Expected' or 'Greater Depth' for their particular year group. Writing is worked through on a 'points' system in which children work their way through Working Towards, Expected and Greater Depth for teachers to reach a judgment.

In EYFS, Year 2 and Year 6, in line with National Guidance, Teacher judgements for writing are moderated externally by Kent County Council.

National Assessments

EYFS follow the Early Learning Goals in which children are expected to reach a Good Level of Development by the end of their first year at Primary School. Within this, there are seventeen Early Learning Goals which the children are expected to achieve.

In Year 1, the children are tested through the Phonics Screening in which their phonetic skills are assessed.

In Year 2, the children are assessed against the Key Stage 1 National Framework which includes being assessed on the Key Stage 1 Reading, Maths and GPS Papers. Their writing is then moderated against the end of Key Stage 1 Framework.

In Year 4, the children are assessed against the National Multiplication Test which assesses the children's Times Table knowledge. All children are expected to know their times table facts (up to 12 x 12) by the end of Year 4.

In Year 6, the children sit the National Key Stage 2 SATs tests consisting of Reading, Maths and GPS which are then marked externally. In writing, the children's work is moderated at county level to ensure teacher judgements are accurate.

Early Years Assessment

Assessment in the EYFS is of two main types – **on-going assessment** which is what Teachers and Teaching Assistants do discretely on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning. This is recorded using observations uploaded onto evidence me and/or conversations with specialist / parents / other professionals. These assessments are shared with parents regularly to ensure a full picture of the child is captured.

Phonics is assessed termly by the RWInc Manager alongside Benchmarking for reading once children can blend and access levelled books independently.

Writing is recorded 3 times a year in Gentry Grids by using a sample of each child's observations.

Children have two summative assessments while in Reception. They begin their reception year by completing the government's Baseline Assessment this identifies any initial areas of strength and weakness. The final summative assessment is undertaken by Term 6 using the outcomes of all the assessments to complete the Early Years Foundation Stage Profile (EYFSP)

Science

Science is assessed each term according to the children's scientific knowledge and skills. The children are tracked on a rating in which the teacher assessed whether they are 'Working Towards,' 'Expected' or 'Greater Depth' in a particular learning objective. This is then tracked as the child progressed through the school. The class teacher will use a mixture of summative and formal assessment to reach their teacher judgement and the Science Team moderate these.

RE

As a Church of England Academy, Christ Church teaches RE to the children every week. The children are then tracked each lesson as to how they are progressing. This data is then recorded and kept for assessment purposes.

Foundation Subjects

Foundation Subjects are not formally recorded but instead are summatively assessed in a range of ways. This includes, but is not limited to, quizzes, class work, homework and projects. The children are assessed on their ability to demonstrate they are achieving what is outlined in The Christ Church Experience and the Skills Progression.