

Charlton House Independent School

Assessment Policy



'Love One Another'

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Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Principles of assessment.....	3
4. Assessment approaches.....	4
5. Collecting and using data.....	5
6. Artificial intelligence (AI).....	5
7. Reporting to parents/carers.....	6
8. Inclusion.....	6
9. Training.....	7
10. Roles and responsibilities.....	7
11. Monitoring.....	8
12. Links with other policies.....	8

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](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

3. Principles of assessment

At Charlton House Independent School, seven principles underpin our approach to assessment. We aim to:

- 1. Help learners understand what 'good' looks like**
By engaging learners with the requirements and performance criteria for assessments
- 2. Support the personalised needs of learners**
By being accessible, inclusive and compassionate
- 3. Foster active learning**
By recognising that engagement with teachers, peers and learning resources can offer opportunities for formative development
- 4. Develop autonomous learners**
By encouraging self-generated feedback, self-regulation, reflection, dialogue and peer review
- 5. Manage staff and learner workload effectively**
By having the right assessment, at the right time, supported by efficient and consistent school processes
- 6. Foster a motivated learning community**
By involving pupils in decision-making and supporting staff to critique and develop their own practice
- 7. Promote learner employability**
By accessing authentic tasks and promoting ethical conduct

4. Assessment approaches

At Charlton House Independent School, we see assessment as an integral part of teaching and learning. Therefore, it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: formative assessment, summative assessment and nationally standardised summative assessment.

4.1 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

At Charlton House Independent School, teachers and assistants use formative assessment practices to assess a child's current knowledge, skills and understanding. Examples of this may include:

- Observations
- Questioning
- Marking and feedback
- Pupil conferences

- Reviewing self-assessment
- Reviewing peer-assessment
- Low-stake quizzes
- Homework

4.2 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 beginning and/or end of a learning journey, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood concepts in a learning journey. 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

Standardised termly assessments from *Hodder Education* are administered to build a reliable, in-depth understanding of learners' performance and progress in core subjects. Written by leading industry experts and standardised from 10,000 learners, these assessments allow us to:

- Benchmark attainment
- Identify strengths and weaknesses
- Track progress over time
- Compare our pupils against national averages

Standardised Assessments:

- PIRA (Progress in Reading Assessment) is a termly assessment for ages 4 – 11
- PUMA (Progress in Understanding Maths Assessment) is a termly assessment for ages 4 – 11
- GaPS (Grammar, Punctuation and Spelling) is a termly assessment for ages 5 – 11

The Wider English Curriculum

At Charlton House Independent School, we recognise that pupil's English skills can develop at different rates. Therefore, we use a range of additional assessment tools to monitor English throughout the year:

READING

- | | |
|---|---|
| <input type="checkbox"/> Salford Reading Test | To baseline a pupil's reading ability |
| <input type="checkbox"/> PM Benchmarking | To monitor a pupil's progression through book bands |

WRITING

- | | |
|---|--|
| <input type="checkbox"/> The Criterion Scale | To assess pupil's independent writing skills |
| <input type="checkbox"/> Primary Spelling Inventory | To assess KS1 pupil's spelling knowledge |

- Blackwell Spelling Test To assess KS2 pupil's spelling knowledge

SPEAKING & LISTENING

- Every Child a Talker (ECaT) To determine levels of development across four strands of language and communication
- Language Link To identify and support children with language needs

Pre-assessments are administered at the beginning of a learning journey to provide teachers with baseline information about individual pupils and/or their whole class. The results of these assessments are used to inform planning.

Post-assessments are conducted at the end of a learning journey to provide pupils and teachers with information about progress that has been made.

Where possible, teachers use assessment tools directly from schemes of work. For some foundation subjects, teachers track pupil progress on a skills-based continuum and complement their teacher-assessment with Education Quizzes to assess key knowledge.

Integrated Assessments (as part of a Scheme of Work)

- Phonics** (*Read Write Inc*)
- Mathematics** (*White Rose Maths*)
- Mental Maths** (*Collins*)
- Writing** (*The Criterion Scale*)
- Religious Education** (*God Matters*)
- Computing** (*Teach Computing*)
- Personal Social and Health Education** (*Ten Ten*)
- Relationships and Sex Education** (*Ten Ten*)
- Physical Education** (*Real PE*)
- French** (*The Cam Academy Trust*)
- Early Years** (*Cambridge CEM*)

Teacher-assessment (using a skills tracker and/or Education Quizzes)

- Science**
- Art & Design**
- Design & Technology**
- History**
- Geography**
- Music**

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 with pupils nationally

Nationally Standardised Summative Assessments:

- Early Years Foundation Stage (EYFS) profile in Reception
- Phonics screening check in Year 1
- Multiplication tables check in Year 4
- National Curriculum tests and teacher assessments in Year 6

5. Collecting and using data

At Charlton House Independent School, the Assessment Lead will outline when it is necessary to record assessment data, how it will be collected and used, and who it will be shared with. They will ensure formative and summative assessment practices take place in all subjects and share an assessment schedule with teachers and assistants at the start of the academic year. Assistants are utilised to provide pupils will accommodations to access assessments. This may take the form one-to-one or small-group delivery and/or read aloud for children working below age-related expectations in Reading.

Assessment Schedule 2024 – 2025

End of Learning Journey

- Mathematics
- Religious Education
- Relationship and Sex Education
- Phonics

Half-termly

- Art, Design & Technology
- Physical Education
- Mental Maths
- Science
- Personal, Social and Health Education

- Phonics Screening Check
- Multiplication Times Tables Check

- PM Benchmarking

Termly

- Standardised Assessments (PIRA, PUMA and GaPS)
- Writing
- History
- Geography
- French
- Music
- Primary Spelling Inventory
- ECaT

Yearly

- Language Link
- Blackwell Spelling Test
- Spelling Bee
- Cambridge CEM

The Assessment Lead will provide training and support to teachers to ensure data is collected and submitted as per the schedule. 'Assessment week' is scheduled three times per year to administer standardised assessments. The following week is used to analyse data and conduct pupil progress meetings with class teachers. Governors on the Curriculum Committee will also analyse whole-school data trends three times per year.

6. 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 Gemini. Charlton House Independent 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
- 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
- See our homework policy for more information on how students can and cannot use AI for their assignments.

7. Reporting to parents/carers

Assessment data will be reported to parents/carers through report cards (termly), parents' evenings and in one annual report.

Annual reports to parents/carers includes:

- Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record (except where the pupil is in Kindergarten or Reception)

Where attendance should be reported, it includes:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments in writing and science
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
 - Where appropriate, a statement explaining why any National Curriculum test has not been taken
 - Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

8. 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.

9. Training

At Charlton House Independent School, we believe it is important that teachers and assistants are kept up to date with developments in assessment practice in order to develop and improve their practice. We want to ensure a good understanding of assessment and assessment practice exists among all members of staff.

In leading up to an 'Assessment Week,' staff meetings may be allocated to provide training and support in delivering assessments and record data. Children receiving accommodations to the delivery of an assessment will also be discussed. The Assessment Lead is responsible for ensuring staff have access to continuing professional development and opportunities on assessment.

The school will stay abreast of good practice. Examples of this include:

- Access to a CPD portal (TES Develop)
- Training provided by organisations/publishers of schemes of work
- Observing colleagues
- Book scrutinies
- Pupil progress meetings
- Subject action planning
- Attending Newham Catholic Academy Trust moderation
- Attending Southampton City Council moderation

10. Roles and responsibilities

10.1 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

10.2 Headteacher

The Headteacher is responsible for:

- Ensuring this 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, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment Lead

The Assessment Lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed every two years by the Assessment Lead and the Curriculum Committee.

All teaching staff are expected to read and follow this policy. The Assessment Lead is responsible for ensuring that the policy is followed. The Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations
- Conducting assessments
- Learning walks
- Book scrutinies
- Pupil progress meetings
- Delivering CPD
- Signposting staff to additional CPD opportunities
- Moderations

12. Links with other policies

This assessment policy is linked to our:

- Curriculum policy
- Marking & Feedback policy
- Early Years Foundation Stage policy and procedures
- Homework policy
- Religious Education policy
- RSE policy
- SEND policy