

# Singleton Church of England Primary School

## **"Passion for Learning .....Passion for life"**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.

## **Assessment Statement**



## **Singleton School Aims and Ethos Overview**

At Singleton School, we strive to provide a well-rounded education for our children within a stimulating, fun learning environment. We believe that all children who become pupils at our school deserve the best 'Christian Education', and as such, we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement. We believe that every child should be given opportunities to thrive socially, emotionally, academically and physically. We encourage everyone to strive for excellence and to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other to learn to value difference, greatness, ambition and achievement of all kinds. To belong to the Singleton School Family is an honour. Each of us aspires to reach a potential, which is not limited, but supported through our ambitious curriculum, our Christian Values and which will truly enable us to embrace living our lives without limits. Our Vision and Values are threaded through our curriculum and they endeavour to

- To promote and secure limitless potential, through a commitment to high standards and expectations.
- Enable every child to succeed as an independent, confident and enthusiastic learner.
- Provide active, co-operative and independent learning through dynamic and high-quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others.
- Ensure equality of opportunity at all times, so that each child is given support and enrichment
- Create an inclusive learning community, which challenges every learner and enables every learner to flourish, prosper and develop aspirations for a successful future.
- Provide a welcoming, secure, stimulating and enriched learning environment.
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community.
- Provide the highest quality 'Christ' centered education for our pupils

## **School Aims**

As a school, we aim to prepare our children for living and learning responsibly in British society. Our School aims are derived from our school vision and values and whilst the school vision and values underpin what and how we do things within school, our school aims identify our end goal.

### **As a school community, we are working together to achieve the following:**

- To strive for the highest standards of pupil attainment and progress for all children not accepting underperformance by pupils or staff.
- To enable each child to progress towards the realisation of his/her full potential, regardless of age, cultural background, disability, gender, race or religious beliefs.

- To Foster a 'Passion for learning,' developing an ability to question and think rationally, to show initiative, rise to a challenge and apply themselves to all tasks conscientiously.
- To deliver an innovative curriculum, that is broad and balanced, promotes a love of God, British values with an emphasis on; - Literacy and Numeracy skills, creativity, enrichment, challenge, enquiry, investigation and FUN!
- Effectively planned learning opportunities for all pupils to achieve in line with, or exceed expectations within EYFS, KS1 and KS2 statutory assessments.
- To provide effective staff development opportunities for all staff which recognise and utilise their skills and expertise efficiently within school.
- To provide appraisal for staff that, - supports performance improvements, professional development and promotes accountability and responsibility for the children in their care.
- To develop a 'Passion for Life' through building; - self-esteem, confidence, resilience and encouraging our children to take a pride in themselves.
- To ensure children learn how to be healthy, stay safe, have a happy disposition and have a measured approach towards life and decision-making.
- Promoting British Values of respect, tolerance and understanding for the cultural and religious principles of others, particularly those within our own community.
- To ensure as a Christian School the highest expectations for behaviour by showing courtesy, good manners, consideration for the needs of others and respect for the Christian Values of the school within a framework of love, reconciliation and forgiveness.
- To ensure that parents are recognised as prime educators, and encouraged to develop a close partnership between home and school.
- Rigorous monitoring and evaluation of performance in order to raise standards further.
- To develop partnerships with the church, local community, Singleton Trust, local schools and industry to deepen our understanding of the wider world.
- Provide opportunities for extended learning through the provision of a wide range of extra-curricular opportunities.
- Develop the pupil voice and the roles and responsibilities of our pupils, enabling them to take a pro – active role and remain at the centre of the development of our school.

## **Assessment**

Assessment is integral to high quality teaching and learning, it helps pupils to embed knowledge and use it fluently and assists teachers in producing clear next steps for pupils. Assessment helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. In developing systems within our school we first established a set of aims and objectives.

## **AIMS AND OBJECTIVES OF ASSESSMENT AT SINGLETON C OF E PRIMARY SCHOOL**

- To provide rich-open-ended learning activities that are well matched to the pupils' starting points and that allow pupils to extend their skills and develop their thinking.
- Ensure that pupils make identifiable progress in lessons, against specific learning objectives and success criteria, enabled by quality, constructive feedback and marking, collaborative peer discussion and self-assessment.
- To help children understand what they need to do next to improve their work.
- To use continuous assessment of the progress pupils are making in their lessons to evaluate and plan further teaching.
- To provide regular information for parents that enables them to support their child's learning;
- To provide school leaders and governors with information that allows them to make judgments about the effectiveness of the school

## **PRINCIPLES FOR ASSESSMENT AT SINGLETON**

### **Assessment is at the heart of teaching and learning**

- Assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- High quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- Assessment provides the opportunity for pupils to demonstrate and review their progress

### **Assessment is fair**

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- There is always a clear purpose for assessing and assessment is fit for its intended purpose

### **Assessment is honest**

- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgments are moderated by experienced professionals to ensure accuracy

### **Assessment is ambitious**

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through its use of objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners

### **Assessment is appropriate**

- The purpose of any assessment process should be clearly stated.

- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement.
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

### **Assessment is consistent**

- Judgments are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools both locally and nationally.

### **Assessment outcomes provide meaningful and understandable information for:**

- Pupils in developing their learning;
- Parents in supporting their children with their learning;
- Teachers in planning teaching and learning;
- School leaders and governors in planning, evaluating and allocating resources;
- Government and agents of government.

## **APPROACH**

At Singleton C of E Primary School, we recognise that there are three broad overarching forms of assessment, each with its own purposes.

1. Day to day in school formative assessment for example;-
  - Questions and answers during class
  - Marking of pupils work
  - Observational assessment
  - Regular short recap quizzes
  - Scanning work for pupil attainment
  - Pupil self-assessments
  - Peer marking
  - Pupil conferences
  - Feedback / feedforward
2. In school summative assessment, for example
  - Formal Tests
  - Key assessment opportunities
  - Reviews for pupils with SEN and disabilities
3. Nationally standardised summative assessment, for example the end of Key stage 1

## **METHODS**

### **1. FORMATIVE ASSESSMENT**

We believe that formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim



Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

**At Singleton we: -**

- Assess the performance of the children at all stages of the lesson adapting and refining the learning process where necessary; (Inclusive Quality First Teach approach)
- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential;
- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge – We use 'Active Questioning' Techniques within our school.
- Teachers are empowered to decide on the most appropriate method of feedback to deepen learning and allow students to make good progress.
- Identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons and any appropriate intervention can be organised in consultation with the SENCO or Assessment Lead;
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate;
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are actively involved in the process;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Encourage pupils to self-assess their own work against their own individual targets and learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Give children the opportunity to respond verbally and in writing to their teacher's marking at least once a week;
- Assess all subjects half termly / termly using a common APP format (Key Assessment Opportunity) and make relevant comments about pupils' progress, especially those working below or above the national average;
- Assess reading through guided reading, phonics and by reading regularly with every child and encouraging reading at home;

- Make observations against the 17 areas of development in the EYFS to assess the progress of each child in comparison to their earliest Baseline assessment.

**We use a range of in-school Formative Assessments including, for example,**

- Questioning
  - Mini Plenaries
  - Mind Maps / KWL Grids
  - Presentations
  - Key Assessment opportunities
  - Short end of topic or unit mini tests or tasks or quizzes
  - Reviews of progress against individual targets for pupils with SEN
  - Teacher judgements on Insight relating to the National Curriculum age related expectations
  - IT programmes / APPs – for example: -
    - Rock Stars – for times table
- IDL – for spelling and reading comprehension

## **2. SUMMATIVE ASSESSMENT**

At Singleton we believe that summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **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** to stay informed about the achievement, progress and wider outcomes of their child across a period

### **Summative assessments:**

We use summative assessments to: -

- identify attainment through one-off standardised tests / tasks at any given point in time;

- record performance in a specific area on a specific date;
- provide age standardised information
- provide end of key stage test data against which the school will be judged;
- ensure statutory assessments at the end of EYFS, Phonics screening, Times Table check, Key Stage 1 and Key Stage 2 are met;
- provide information about cohort areas of strength and weakness to build from in the future

## **ASSESSMENT WITHOUT LEVELS**

With the removal of levels by 2015 schools had to develop their own system of Assessment without levels. Our system uses Lancashire County Council KLIPs to support with assessment judgements against the National Curriculum.

[Click here for full details](#)



Assessment  
without levels Book1

### **How the Assessment without levels works within our school.**

- Assessment without Levels covers Reading / Writing and Mathematics
- Children within the Assessment without Levels process are assessed using both summative and formative assessments.
- Assessment without Levels is collated and submitted / analysed by the SLT on 3 occasions during the year.
- With our 'Assessment without Levels' system both forms of assessment contribute to the teacher's judgements.
- In class the teachers through formative assessments outcomes in books and the use of Key Assessment Opportunities - monitor the progress and understanding that the children gain. They use the KLIPS grids to record the children's progress on a week by week basis
- Milestone expectations are set out for each term – to ensure that the children are on track to meet Age related expectations at the end of the year
- Key learning is underlined on the KLIPS grids to help the teachers identify the critical knowledge and understanding within their planning
- Links to PIVATs for EYFS / Y1 are provided
- Overviews of EYFS and NC expectations at each age are also provided for the staff. This enables them to see prior and next step learning from EYFS through to year 7

There are 3 assessment weeks per year – one per term. During these weeks staff: -



- Collate their Teacher Assessed data (KLIPS) – using a # system to indicate depth of learning (Below age related expectation, On-track or at Greater Depth)
- Carry out Formal tests – feed the results in to their teacher assessments
- Teachers to analyse test results – look for generic areas of focus / Individual gaps in learning and individual pupil progress
- Teacher assessments and Formal test scores and analysis are submitted to the Assessment Lead
- These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.
- 'Key Assessment Opportunities' also feed in to the ongoing teacher assessments for Assessment without Levels for maths and English

## KEY ASSESSMENT OPPORTUNITIES

- Key Assessment opportunities are threaded throughout our curriculum.
- Key Learning Opportunities are labelled in the children's books
- They take the form of a task / mini test / specific question / opportunity to use and apply and demonstrate knowledge and understanding
- For example, in maths – we use the DFE guidance from June 2020 and we have matched the assessment examples to units of work and the KLIPS
  - So, the staff use their discretion whether to use the questions as a mini test or to thread the questions through learning throughout a topic
- Whilst in history or geography the Key Assessment Opportunity will be more like a mini task or test at the end of a topic
- These inform progress and understanding against either KLIPS or the National Curriculum depending on the coverage
- Assessment strands / focus are generally revisited and thus built upon – through our spiral approach to learning where concepts are revisited and consolidated within different contexts. See examples below for History and Geography as to what this looks like.



Curriculum  
Coverage, assessment



Curriculum  
Coverage, assessment

- They support the Teacher assessment process
- They support the Subject leaders – giving an overview of attainment / progress / identification of needs within their subjects

[Click here for examples of Key Assessment Opportunities](#)



1. Musical Theatre  
Y1&2 Cycle A.docx

Music



Year 5 Unit 2-  
Assessment - Geogr

Geography



Assessment Tasks  
-2 - Addition and su

EYFS Maths



Year 3 Unit 3-  
Assessment.docx

History



Let's get  
moving.doc

Science

### THE ASSESSMENT PROCESS AT SINGLETON SCHOOL;

- We follow an Assessment and Monitoring cycle and maintain our own in-house data sheets
- We use information stored on our in-house data sheets and the analysis carried out by staff based on the formal tests / Assessment without Levels to analyse the attainment and progress of each class
- The Assessment Lead analyses the whole school data and summarizes findings
  - This process may involve discussions with Teaching staff to clarify outcomes and identify need.
  - Analyses data at the end of the academic year to track 'value added' progress made by cohorts, groups of pupils and individuals;
  - Compares with National Data
- The HT / Assessment Lead and the SENCO discuss findings and outcomes at a termly pupil progress meeting
  - At this stage – whole school - Early intervention / identification of need is identified
  - This feeds into: -
    - Quality First teach – Wave 1 next step planning
    - Provision Map – Wave 2 – short term early intervention
    - Specialist support / intervention – Wave 3
    - IEP's
- The SENCO then Evaluates and reviews the impact of the provision maps / IEP's in light of data analysis and produces new provision maps/ IEP'S (supports staff with these) for the next term
  - Sets pupil related expectation targets for the children on the SEN register who are working significantly below the age-related expectation of children in their year group.
  - Performance can then track against these targets to ensure all steps of progress are both identified and celebrated.
- The Assessment lead sets targets for staff including end of Key stage targets and monitors progress towards those targets
- The Assessment Lead / SENCO – monitor impact of teaching and learning and provision
- The HT provides a summary of attainment and progress to the Governing Body- Standards and Effectiveness Committee each term, identifying trends/ patterns/ areas of focus and also comparisons with national data

## **MODERATION**

- We schedule moderation of writing into our quality assurance schedule – this is done in house as a whole staff team within staff meetings.
- We work with colleagues at school and in our local cluster of schools to moderate assessment judgments

## **USE OF ASSESSMENT DATA**

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes;

- Teachers use data to plan the learning for every pupil to ensure they meet or exceed expectations;
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or a particular risk at Singleton are making progress and that all pupils are suitably stretched;
- Analyse School Performance data, information on the Data dashboard /LSIP data from the LA are used to help analyse the attainment and progress of the pupils and findings reported to parents and governors.

## **REPORTING TO PARENTS**

Parents are given the opportunity to meet with teachers whenever the need arises and specifically after receiving their child's annual report at the end of the Summer term. Pupil Progress Evenings are held twice a year in the autumn (virtual) and spring (face to face) terms. After the spring term meeting with the teacher, parents are invited to the classroom to look at their child's work. Each class presents three assemblies (one per term) that parents are invited to during the year, opportunities to chat with the class teacher are held after the assemblies. Parents are also invited to 3 open afternoons (1 per term) these provide opportunities to look at their child's work and work with their child on a joint project. These also enable parents to see some of the work that has gone on in school during the year.

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports is written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Singleton Primary School we;

- Provide opportunities for two parent consultation evenings per year
- Provide a full end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment;
- Discuss pupil progress at the request of parent by appointment.
- For SEN children parents have three 20- 30-minute meetings a year at the beginning of each term to discuss progress and go through the IEP