

# Penpol Primary School

## Assessment and Moderation Policy



Assessment is the process of monitoring how well our pupils are doing compared to (i) their previous attainment, (ii) the attainment of their immediate peer group and (iii) against national expectations. Assessment can be formal or informal and build a picture, based on professional knowledge, about the strengths and weaknesses of a pupil's skills set.

Moderation is the process of evaluating the judgements made during assessment. Regular moderation allows teachers to develop their professional judgement, engage in discussions about best practice and reflect on the effectiveness of assessment strategies. Moderation can take place in school amongst staff; in a wider network of education professionals; in the form of external bodies marking tests.

### **Our Approach to Assessment and Moderation:**

- Assessment is integral to high-quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.
- All staff are regularly trained in our approach to assessment.
- The Headteacher is responsible for assessment and works closely with the Senior Leadership Team to ensure that all members of the teaching staff are working in accordance with this policy.

### **In Class:**

- Assessment criteria are derived from the National Curriculum framework. We use software called Mappix to record formative assessments about pupils' achievements throughout the year.
- Summative assessments are derived from scrutiny of our formative assessment data and the results of pupils' independent work (including optional tests and unaided written work).
- Weekly planning for all subjects is shared with the SLT and reviewed by the teachers in order to monitor progress.

### **In Phase:**

- Phase Group meetings take place every week. The phases are: Reception; Year 1/2; Year 3/4 and Year 5/6.
- Phase groups moderate pieces of work together, allowing teachers to share knowledge, demonstrate best practice and plan for progress.
- Phase Leaders provide annotated written and verbal feedback to the wider SLT about pupil progress and areas of need. The SLT respond to this feedback, organising interventions where necessary.
- A Phase meeting gives teachers a structured session in which to reflect on their own practice and make suggestion for specific or whole-school training.

### **In School:**

- SLT use Mappix and Teacher Assessment data to monitor whole-school progress and plan interventions for cohorts.
- Throughout the year, there are scheduled dates for work scrutiny. This usually happens during periods of Performance Management and at other intervals.
- The English Coordinator (Charity Wilson) and the Curriculum Lead (Sarah Connors) use agreed criteria - such as the Interim Assessment Framework - to moderate work (i) independently and (ii) with teaching staff.
- A minimum of two independent pieces of writing are used for the purpose of moderation, although we usually have a broader sample.

### **Beyond School:**

- Following a successful first meeting with the Head of English (Esther Hockley) at Hayle Community School, we have requested a regular schedule of meetings in order to assess our Year 6 pupils against KS3 objectives. We think that working closely with our local secondary school is important because: it gives both establishments a better understanding of the ways in which we assess; it provides amore rounded picture of the quality of work our pupils can produce; it supports pupils in the upcoming transition process; it supports our judgements about expected attainment.
- We continue to provide our staff with high-quality training opportunities, both at school and in the wider teaching community.
- We have invited teachers from other schools to visit Penpol and discuss our assessment and moderation processes.

### **Intervention:**

Teachers and the SLT use assessment data to support children who are not making progress. Some children may need to have an Individual Education Plan. This process involves our SENDCO (Sally Jane) and the pupil's parents, who work with the class teacher to set achievable, challenging targets that support growth in learning.

In accordance with government guidance, we track the progress of 'groups' to ensure that all pupils are making progress, regardless of race, gender or faith and that we are supporting pupils from less affluent communities to experience as much success as their peers.