



Summative Assessment Policy

Rowner Junior School

In association with GFM Primary Phase

Approved by:	Primary Phase Committee	Date:	May 2021
Maintained by:	Primary Phase Leadership Team	Next review due:	May 2023

Aims

The aim of the policy is to give a clear outline of how and why summative assessment is used. Summative assessment aims to evaluate pupil learning and academic outcomes at the end of a unit of work, term or year. Summative assessment generally takes place under controlled conditions e.g. independently and no talking. Summative assessments in the Primary Phase provide scores which are used to record and track longer term attainment; it provides data to benchmark and profile pupil progress.

Principles & Values

To ensure that:

- high quality summative assessment informs high quality facilitation of learning
- there is always a clear purpose for assessing and assessment outcomes inform future practice
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents/carers
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we enable summative assessment practices which avoid unnecessary increases to teacher workload
- summative assessment systems are inclusive for all; a range of appropriate access strategies are applied to suit individual needs.

Intent, Implementation and Impact

Our **INTENT** is to ensure children are periodically assessed and data is recorded to support the tracking of a child's learning journey.

Summative assessment outcomes, from standardised assessment materials, are used alongside teacher judgements and are recorded on Arbor. Judgements relate to the National Curriculum age related expectations and will identify whether a child is working **Below** age related expectation; **Working towards** age related expectation; **At** age-related expectations or **Greater** depth. These assessments are used to monitor the performance of individuals, groups and cohorts. They enable comparison against Local and National statistics to demonstrate school and phase performance. Summative assessments enable a generalised review of performance within the

To be greater and to aspire further

school. They identify where interventions may be required to ensure that children are supported to achieve at least expected progress and attainment.

Our **IMPLEMENTATION** of summative assessment **vary** and **may** include:

- Low stakes end of topic or unit tests or tasks
- End of term tests
- End of year tests
- Reviews of progress against individual and personal targets, for pupils with SEND
- Teacher judgements against the National Curriculum age related expectations

Summative assessment strategies:

Subject:	Evidenced by:
Reading	Renaissance End of Key Stage 2 Assessments
Writing	Big Writes Independent writing portfolios End of Key Stage 2 Assessments
SPAG	Phonics screening Bedrock End of Key Stage 2 Assessments
Maths	Renaissance White Rose unit assessments End of Key Stage 2 Assessments
Foundation Subjects	Concept Cartoons Low stakes quizzes e.g. Kahoot Outcome writing
PE - including swimming	Pool performance observations Teacher judgements End of unit performance
Additional support needs:	Evidenced by:
Pastoral and emotional well-being	ImpactEd Diagnostic Hub tools (motional, school bonding)
SEND	Link to Diagnostic Hub ISEND matrix



The **IMPACT** of summative assessment:

- Enables the pupils to see the progress they have made from their individual start points
- Provides a measure of the effectiveness of teaching to improving children's learning
- Enables results of the education offered to be shared with all stakeholders at school, MAT and LA level
- Informs parents/carers of their child's progress and attainment
- Informs the information required to be shared in parent/carer consultations, which are held twice a year in the Autumn and Spring terms.

Annual reports to parents/carers include impact statements informed by summative assessments, including:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- When taken, the results of national statutory assessments