



# Assessment Policy

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Support assessment for learning strategies (AFL) to be a consistent part of everyday lessons
- Support continuity and progression between year groups, key stages and schools.
- Inform pupil organisation and distribution of resources (support, professional development etc.) throughout the school
- Use assessment data to inform our teacher, parent, pupil consultations and reports.
- Ensure that everyone's progress is built upon year by year.
- Ensure that pupils achieve standards in line with similar schools.
- Raise standards of attainment by improving teaching and learning and identifying and plugging gaps to help children achieve age related expectations.
- Establish efficient and effective systems that aren't onerous or unnecessary workload. We aim for our assessments to be purposeful and manageable.

## 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](#)

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

Effective assessment provides information to improve teaching and learning. We believe a range of forms of assessment should be used to inform teaching and learning (as detailed further on). We prioritise formative assessment or 'assessment in the moment' which allows the teacher and pupil to monitor progress towards achieving the learning objectives. Formative assessment uses tools that identify: secure achievement and application, any misconceptions, struggles and learning gaps and how to close these learning gaps. Assessments should be efficient and effective so as not to create unnecessary workload and be meaningful and motivating to the pupils.

## 4. Assessment approaches

At Stottesdon CofE Primary we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment - assessment in the moment, in-school summative assessment and nationally standardised summative assessment.

## 4.1 In-school formative assessment

Effective in-school formative assessment - assessment in the moment enables:

- **Teachers** to continually check children's understanding of the core curriculum (its progressive knowledge and skills) and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to check their knowledge and understanding against learning objectives and identify areas in which they need to improve. Pupils understanding and active engagement in what they are learning (Learning objective), how they are doing against this, and what they need to do to improve further (next learning steps) is fundamental to progress.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve as pupils. Teachers will be able to share key areas for support and strategies to support this.

Our school's approach to formative assessment includes:

- Our [progression documents](#) for all subjects (including the EYFS) which provide the backbone of knowledge and skills in each class. These are summarised in the [termly curriculum maps](#) for parents. Together these documents underpin the progression of learning that teachers design and children experience. Key concepts and skills are explicit in the learning objectives and activities (which are designed to achieve and practise the concepts and skills).
- Feedback, to be most effective, should be as soon as possible. As a result, we prioritise verbal feedback, peer assessment, self-marking/assessment and 'check ins' in lessons (to see if pupils are on the right track). Pupils need to get a sense of how they are doing against the learning objective, any strengths and any next steps. We also mark work against the learning objectives and provide feedback on strengths or next steps as appropriate (for further information see our Feedback policy).
- Skilful questioning and focussed dialogue (whole, group, paired) to assess and gauge understanding and misconceptions.
- Observation of children's work/activity/confidence/contribution.
- Mixing in a 'no hands up' approach, targeted questioning, whole class responses (such as voting, whiteboards etc) which promotes the active learning of all pupils and teacher assessment of verbal responses.
- Teachers being explicit about what 'good' looks like so children can continually self-assess.
- Regular low stake assessments (e.g. multiple choice), 'check ups' (warm up questions), retrieval practice, dictation or 'what do we know?' openers to support teachers and pupils checking their learning, addressing misconceptions and embedding learning into long term memory (as children are regularly required to actively draw on their learning).
- Children knowing their next steps in learning in English and Maths through whole class targets /individual targets or success criteria grids as appropriate. Our older children, in order to prepare for Secondary school, will have increasing ownership of progression grids and their next

steps themselves. These targets/next steps will be shared with parents in reports and at parent's evenings.

## 4.2 In-school 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 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

Our school's approach to summative assessment includes:

- End of topic or unit judgements using our curriculum progression grids. Teachers will use their professional knowledge (through formative and summative assessments) to provide a summative judgement against progression documents. Children will be considered to be:
  - **expected** (or secure) with the knowledge and skills
  - **working towards the standard** (or emerging) in the knowledge and skills
  - showing **greater depth standard** (or mastery) of the knowledge and skills (not used at EYFS)
  - **Below** the knowledge and skills for their age group (or pre-key stage if appropriate). Where this is the case, an assessment judgement will be made on where they are on the subject learning journey in previous year groups (e.g WTS- WTS, WTS+, EXS for a particular year group). Please note that pupils will be supported in teaching, intervention groups (as appropriate) and may have targeted or specialised provision for SEND needs.
- Entering termly assessment data (for all subjects) into our MIS system (Arbor). Bulk filling assessments followed by individual amendments, as appropriate, is the most efficient.
- Individual tracking grids will be maintained for writing, reading programmes (as appropriate), maths, maths interventions (as appropriate), other specific interventions (incl. SEND as appropriate). These will be used to inform termly judgements. Writing assessments, which use 2 - 3 independent writes per term, allow for independent editing and improvement against success criteria but specific editing guidance (e.g. you've missed a full stop) should not be given. See appendix for further information on Maths and English (reading and writing) tracking grids.
- Our Early Years Foundation Stage has the same termly check points (for the 17 areas of learning) but a baseline will be entered from formative assessments within the first half term of them starting in Nursery 2 or Reception. Nursery 1 and E2 will be prioritised for their 2-year-old check (please see EYFS policy).
- Mini-tests - teachers will keep data/results of mini tests to track children's knowledge and skills (e.g. key word checks; spelling checks; arithmetic checks;). These will not be collected

centrally but should be used by teachers to inform and target provision and planning as appropriate.

- The use of standardised termly assessments in the core subjects (PIRA assessments; Herts for learning assessments; Sample SATs; rich task assessments; phonic screening assessments) to inform termly judgements.
- Intervention programmes (which aim to 'close the gap') for SEND children and those who are an internal Record of Concern (ROC) will be evaluated termly in order to inform new termly updates/intervention. Evaluation and provision for SEND children will be communicated to parents termly. See SEND Policy for further information
- Moderation activities. Writing is moderated internally (termly) and externally (annually with the trust and LA - if selected). As part of our school development plan and professional development we are also moving to professionally developing the moderation of judgements, in a manageable way, in all subjects through quality assurance activities, exemplification and consideration of the progression of themes in the school (e.g. drawing, working scientifically, coding etc).

### 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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments for primary schools include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics Screening Check in year 1 (follow up in year 2 where appropriate)
- Year 4 Multiplication Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

## 5. Collecting and using data

The school maintains a central tracking system on our MIS system Arbor. This is updated termly and used to:

- Communicate with parents about how their children are doing on the programmes of work (curriculum maps are shared with parents at the beginning of each term)
- Analyse and evaluate pupil progress
- Inform termly pupil progress meetings with teachers. Outcomes of this analysis inform targets, interventions, use of resources (including human), CPD, performance management. The Headteacher produces a pupil progress report termly which evaluates progress of all cohorts and groups and is in turn used to inform the next stages of the SDP.

## 6. Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from their children's classteacher. We endeavour to communicate well through newsletters, termly curriculum maps, homework tasks, reading journals, class dojo at early years, reports, open days, parental workshops and the website.

Parents have regular opportunities to discuss their child's progress with teachers. The basis of all, more formal, pupil/teacher/parent consultations, termly and annual reports is:

- effort,
- progress (automatically colour coded by Arbor: Orange/Dark Yellow: progress is flagging a concern; Yellow: progress may need consideration; Olive Green: expected/good progress; Dark green: accelerated/excellent progress),
- attainment
- next stages of learning in the National Curriculum subjects and Religious Education.

A crucial element of discussions and reporting also includes children's personal and social development, their attitude to learning and learning behaviours. A format for reports has been agreed (see Arbor template) and staff meeting time is given to support the addition of comments (using snippets). Autumn and Spring reports are mostly automatically generated with comments for next steps in reading, writing and maths (good level of development areas for EYFS) if children aren't working at expected levels. Summer term reports have effort comments for all subjects and a general comments box for personal development and learning attitude/behaviour comments.

As a result of our consultations and reports:

- Parents and children should be able to identify their child's effort, progress, attainment, strengths, and areas for development across all subjects.
- Parents should know their children's attitudes to learning and learning behaviours.
- Teachers, pupils and parents should know and celebrate achievements.
- The school and home should have a way of working on areas for development together.
- Parents should understand their child's attendance record (and the importance of this).
- Parent should understand the outcomes of any national, standardised summative tests.

Written reports are sent each term. Consultations with parents are held in the Autumn (settling in meeting) and Spring Terms (following Autumn report and before February half term). As the summer term report is more detailed consultations are available but not compulsory. Parents of children in the Nursery have access to their child's learning through Class Dojo and regular liaison with staff/key person. Progress checks at age 2 (reports covering the prime areas) are shared before the 3<sup>rd</sup> birthday following consultation with parents and any other settings.

In addition, parents are welcome to make an appointment at any time during the school year should they have a particular concern they wish to discuss.

## 7. Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public

Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The principles of this assessment policy apply to all pupils, including those with special educational needs, disabilities or protected characteristics. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting equality and including pupils with disabilities or special educational needs.

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.

## 8. Training

Teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. This may be through staff meetings, joint moderation, courses, working alongside colleagues, moderation with other schools.

## 9. Roles and responsibilities

### 9.1 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

### 9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards (with subject leads) in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions (along with subject leads) to address underachievement (SDP)

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 The SENDCO**

The SENDCO is responsible for:

- Overseeing the quality and impact of provision maps
- Monitoring, with staff, the progress of SEND children

### **9.4 Subject Leaders**

Subject leaders are responsible for:

- Keeping progression maps up to date and accessible to staff and through the website.
- Monitoring, with staff, the progress and attainment children against the progression maps
- Using assessment information to evaluate and inform strengths and areas for development
- Developing practice to support areas of development in their subject

### **9.5 Teachers and teaching assistants**

Teachers are responsible for following the assessment procedures outlined in this policy. Teaching assistants support teachers in their role.

## **10. Monitoring**

This policy will be reviewed biannually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher and subject leaders are responsible for ensuring that the policy is followed. They will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations/dip ins/learning walks, book scrutinies and pupil progress meetings.

## **11. Links with other policies**

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy
- Teaching and Learning Policy
- SEND Policy
- Feedback Policy
- Quality Assurance Policy



## Appendix A: Tracking Grids Guidance for Maths and English

- These tracking grids are a tool for tracking pupil progress throughout the academic year. They are intended, primarily, for teacher use.
- The school supports the use of tracking grids being in pupil books or a teacher folder to aid assessment when working with children or when marking and reviewing. As children get older, they may also use them to review their work.
- Tracking grids should be used to inform planning for teaching and learning, and to help identify and address any gaps in learning.
- Children should be aware of their next steps (active learners with self-agency who aim to review and achieve them in their own work). These next steps should also be shared with parents so they can support and encourage as appropriate. To support efficiency and effectiveness next steps may be themed for the whole class or for target groups. Next steps should be easily accessible, actively known and regularly referred to in teaching and learning e.g. through success grids, learning objectives, specific foci.
- As the emphasis of the new National Curriculum is on pupils mastering the content of their year group, teachers are discouraged from rushing children through the stages in order to show progress in their data. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems and tasks before any acceleration through new content. Of course, there will be a time when children are ready for new content, but mastery should be aimed at first.
- The aim of the new National Curriculum is for the vast majority of pupils to be working on the age appropriate PoS (Programme of Study). For pupils not working at age-appropriate expectations, gaps in knowledge and understanding from the curriculum of previous year groups should be prioritised alongside the age-appropriate curriculum in order to close gaps (there may be a few pupils for whom this is not an appropriate curriculum - See SEND policy)

### How to use the Tracking Grids

- The statements from the tracking grids are all taken from the relevant PoS in the National Curriculum and the Interim Standards. Where examples are given, these are not all statutory but provide guidance and support.
- For accurate tracking, each pupil should be assessed individually using a tracker grid. Highlighting should be in the following colours to indicate times of achievement. Ideal progression is also indicated on the tracking grids.

Autumn Term	Yellow highlighter
Spring Term	Green highlighter
Summer Term	Pink highlighter

\*Please note that Maths at Y1 and Y2 have termly assessment grids which are a meet all criteria for the expectation each term (flexibility of one or two objectives as appropriate)

- Statements should only be highlighted when the skill or concept is embedded, or you have seen it applied independently. If you are not sure, do not highlight until you have seen further evidence. Remember some elements in writing (e.g. spelling) can be assessed through dictation.
- The emphasis of the new National Curriculum is 'mastery' and breadth of understanding; therefore teachers must ensure plenty of opportunity for consolidating their learning in a wide range of contexts and subjects. The tracking grids are not intended as a tick list and teachers should not think about how many times, they have seen a skill but rather if the skill is embedded.
- The assessment grids should be used throughout the year and statements can be highlighted at any point. However, a judgement should be made on the stage at which a child is working, termly. This will be inputted into our school tracking system to evaluate progress and adapt provision as necessary.
- Non-Negotiable statements are those which are considered crucial to the child's understanding at the relevant stage and are underlined. Before moving on to the next year's tracking grid, all NN's must be highlighted. If specific NN's are preventing children progressing to the next year's grid, then targeted support/intervention should be provided.
- 2/3 - 3/4 of the weighting should be based on number when making a judgement in maths. Shape, space and measure are weighted less. (These are shaded in grey).
- At the end of a term, teachers should count the number of highlighted statements and choose the appropriate stage. (as above).
- It is important that moderation is carried out throughout the year to ensure consistency and accuracy throughout the school and across schools. Tracking grids should be passed up to the next teacher and discussed during a transition meeting.
- Teachers should ensure that all statements from the previous year are embedded before moving onto the next PoS.