

# Slindon Church of England Primary School



## Assessment Policy

<b>Approved by:</b>	Headteacher (Laura Webb) and Governing Body
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## Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

Let Your Light Shine ~ Matthew 5:16

## Intent

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
- Clearly set out how and when assessment practice will be monitored and evaluated

At Slindon Church of England Primary School our aim is to provide high quality teaching that ensures pupils progress well from their starting point and the schools' intent and implementation is evident in its impact on all learners.

We have high expectations for all our children, and pupils' work across the curriculum that it is of a high quality. We expect pupils to consistently achieve highly, particularly the most disadvantaged and for pupils with SEND to achieve exceptionally well facilitated by targeted support and interventions. The way in which we assess children, as set out in this policy, enables us to measure progress and adapt our teaching accordingly to ensure the best outcomes for all our children.

Planning, both whole school and for each year group, consistently matches the aims of the curriculum, being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Whole School planning is reviewed, in particular in light of disruption caused by Covid-19, to ensure gaps in learning are addressed. When available, we take advantage of nationwide projects such as the NCETM *Mastering Number Programme* for children in Reception, Year 1 and Year 2 to further assist in the closing of any such gaps in learning.

## 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](#)

### 3. Principles of assessment

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our assessment policy, we recognise that all children are **unique** and whilst this policy governs how we assess children, we take into consideration the varying experiences and abilities of our children. Assessment is carried out with sensitivity to the needs of each individual child.

The **positive relationships** that we are able to develop in our small community enable our children to confidently express their understanding, through assessments, in a safe and supportive environment.

We respect that everybody **learns and develops** in different ways. Our assessment procedures respect the developmental needs of children and are delivered using a variety of strategies to ensure that all children are able to succeed in demonstrating their knowledge and understanding.

We have high expectations of all learners and through the **enabling environment** we have created, assessment practice promotes quality learning for all assessed within a purposeful, accessible, time-efficient and manageable framework.

Through a variety of assessment procedures, we aim to accurately identify present achievement and measure progress whilst also planning for future needs. We use standardised assessment to ensure that pupil progress can be both accurately monitored and compared nationally providing information about the way in which a pupil's learning compares with an age expectation or a standard.

### 4. Assessment approaches

At Slindon Church of England Primary School 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, in-school summative assessment and nationally standardised summative assessment.

#### 4.1 In-school 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At Slindon Church of England Primary School, formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. We use formative assessment to assess knowledge, skills and understanding, and to identify gaps in learning and misconceptions.

It enables us, as teachers, to identify when children need further consolidation, when they have embedded learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

Formative assessment includes the use of pertinent questioning largely through a 'no hands up' approach; marking of pupils' work using our marking code and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and to make changes to the lesson/s that follow, accordingly.

For our children, formative assessment helps them to measure their knowledge and understanding against the lesson objective and any success criteria. They can then identify how they can improve and are given opportunities to edit their work using a purple 'polishing' pen.



## Marking Codes

LO = learning objective

AI = active intervention

NST = next step task

S = work supported by an adult

sp = spelling error

\_ = letter underlined to indicate missing capital letter

// = start of a new paragraph

• = error in Maths

OM = objective met

VF = verbal feedback given

I = work completed independently

PS = peer support

P = punctuation error

∧ = word/words omitted

? = error or misunderstanding

Colours used: Perfect pink

Green for growth

Purple polishing pen

## 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance and progress of pupil cohorts, to compare standards against national statistics, to 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

## **Subject Assessments**

At Slindon Church of England Primary School, children's progress against the National Curriculum learning objectives in English and Maths is recorded using a number system.

In Maths children are assessed within the areas of number, geometry, measurement and statistics. In English the children are assessed in reading, writing, spelling, grammar and punctuation.

As each objective is taught, children's achievements are recorded using a number system. When the children have initially been taught a learning objective they are awarded number 1. As the children begin to show greater understanding of an objective, and there is evidence of them applying knowledge in their independent work, they can be awarded number 2. Number 3 is awarded when there is enough evidence to prove that the learning objective has been fully embedded. This may be through an independent assessment, in Maths for example, or from an independent extended writing task in English.

It should be noted that in reading and writing, in Key Stage 2, the curriculum is combined for years 3 and 4 and for years 5 and 6. A child achieving number 3 in year 5 is a child who is achieving above age related expectations for their year group and would therefore be expected to achieve above age related expectations in year 6.

In mathematics, children also complete independent assessments of learning objectives taught within each block of work e.g. fractions. These assessments are carried out several weeks after the learning has taken place to accurately assess if the learning has been retained. Following these assessments, any child who has answered all questions for an objective correctly will be awarded number 3 to show that the objective is embedded.

Teachers may choose to record children's progress at any point after the teaching has taken place. This may be immediately after the lesson, at the end of the day, week or even at a later date. However, all learning that has taken place must be recorded ahead of the pupil progress meetings with the headteacher, which take place in the first two weeks of each term.

Any child who is not accessing the relevant curriculum for their year group, due to a specific learning need, will be assessed against the curriculum they are currently accessing.

As part of statutory end of key stage testing in 6, children's writing is assessed by the class teacher and may be moderated by an external assessor. To assist in the process of assessing and moderation, the end of year expectations, as provided by the Standards and Testing Agency, are copied into each child's English book. When a child shows independent evidence of having met an expectation, the date of the piece of work is recorded next to the relevant statement.

We assess the children's attainment in Science, Geography, History, Music, P.E., R.E., PSHE, Art, MFL, Computing and D.T. using a number system where 3 is above age related expectations, 2 meets age related expectations and 1 is below age related expectations.

Children are assessed against a skills progression within a topic or unit of work in line with subject specific Knowledge Organisers. The substantive knowledge is assessed by the class teacher, as part of their ongoing classroom assessment and against the knowledge organiser.

## **Renaissance Place – Accelerated Reader**

Children in years 2 to 6 have access to Accelerated Reader. They complete individualised reading comprehension tests which generate a reading age and a ZPD (zone of proximal development) which indicates the level of books they should be reading to make maximum progress.

Children select and read books from the school library within their reading range. Having finished a book they complete a multiple choice quiz about what they have read, ideally within 24 hours of finishing the

book. Each quiz is made up of between 5 and 10 questions, depending on the level of the book. Each child should be aiming to achieve an 85% accuracy score on each quiz taken.

Teachers are able to track each child's achievements on quizzes taken and to monitor the quantity of reading taking place and whether books are being chosen at the appropriate level. This information can be used to support children in their reading journey through an ongoing dialogue with their teacher.

Children take a STAR reading test to provide up to date reading ages and ZPDs every half term within a planned assessment window. This takes place in the third and fourth weeks of every half term, allowing children to attain their best following holiday periods.

In addition to the STAR reading tests, each child takes a STAR mathematics test within the same assessment window to measure their progress in mathematics.

Both the STAR reading and mathematics tests are individualised and questions are generated in response to children's previous answers to allow the test to specifically meet and challenge current levels of ability.

### **Early Years Foundation Stage**

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations along with those shared by parents and/or carers are used to shape future planning.

Within the first six weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). The reception baseline is an age-appropriate assessment of mathematics and literacy,

The assessment consists of:

Mathematics tasks

- early number
- early calculation (early addition/subtraction)
- mathematical language
- early understanding of pattern

Literacy, Communication and Language tasks

- early vocabulary
- phonological awareness
- early comprehension

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment. This is recorded on the national pupil data base and used as a starting point from which a cohort-level progress measure to the end of Key Stage 2 can be created.

### **Phonics**

Children in reception, year 1 and year 2 complete a baseline phonics assessment on their return to school in the autumn term using the phonics shed. phonics scheme. These assessments are used to group children according to their phonic knowledge.

Further assessments are completed every half term during the school's assessment window (weeks 3 and 4 of each half term). Progress is measured on individual tracking sheets to ensure children are making expected progress from their starting point and monitored by the assessment lead.

Ongoing assessment as part of the 40 minute daily phonics lesson may result in a child being moved to a different group in order to better meet their needs.

Within the second assessment window (Autumn 2) any child who has gained sufficient phonic knowledge will complete a practice phonics screening.

### 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 include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- Multiplication Tables Check

### Early Years Foundation Stage Profile

At the end of the Early Years Foundation Stage, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and where possible in partnership with other local schools, to ensure consistent assessment judgements. The EYFS profile data is submitted to the local authority and the Department for Education.

### Phonics Screening Check

The phonics screening check takes place in the first week of June. Children complete the assessment individually with the class teacher. Children who are absent at this time will have the opportunity to take the test in the following week.



Any child who does not pass the Y1 phonic screening will retake it the following year when they are in year 2.

### **Multiplication Tables Check**

Each year, in June, children in year 4 will participate in a multiplication tables check provided by the Standards and Testing Agency.

The purpose of the check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in maths, and to identify those children who may need additional support.

The on-screen check consists of 25 times tables questions; each to be answered within 6 seconds.

There is no pass mark for the check. Children's scores will be reported to parents as part of their child's end of year report.

To assist with children's learning and rapid recall of times tables facts, they are set as daily home learning tasks for children in years 3 to 6. We use Times Table Rock Stars through which to set times tables to be learnt and to monitor progress in learning times table facts.

From the start of the spring term in year 4, there is a greater focus within daily maths lessons on the rapid recall of times tables facts and children are fully prepared to access the check in June. From March, children will be able to familiarise themselves with the format of the check.

### **National Curriculum Tests (End of Key Stage 2)**

Each year, children in year 6 will take end of key stage 2 tests in May.

The tests will comprise of:

- reading test
- arithmetic test
- mathematical reasoning tests (1 and 2)
- spelling, punctuation and grammar test

Teachers must assess pupils in the following curriculum areas:

- writing
- science

For writing, teachers will assess children as either working towards the expected standard, working at the expected standard or working at greater depth.

For science, teachers will assess if children are working at the expected standard.

## **5. Collecting and using data**

Once children have completed both the half-termly STAR reading and STAR mathematics tests, reports are generated providing a standardised score for each child. The standardised score is calculated in response to the age of the child, the difficulty of questions asked and the accuracy in answers. Standardised scores from both the STAR reading and STAR mathematics tests are then collated and analysed by the assessment lead who discusses the results and any concerns or anomalies with each teacher. Any actions required following these discussions are then monitored and followed up as necessary.

The assessment lead is responsible for analysing all school data, with a particular focus on vulnerable children; especially multiple group members (SEND and PP), and ensuring that any necessary interventions are in place to meet the needs of these children and to accelerate the rate at which progress is made.

For children in year 6 the standardised scores in both reading and mathematics can be used as a benchmark for assessing whether children are likely to meet or exceed the expected standard of the SATs at the end of year 6.

The assessment lead meets periodically with a governor to ensure they are 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. Following any such meeting, a report is prepared by the Governor and shared in the following Governors meeting.

Data from National Curriculum tests, comparing our school nationally and within the county, can be found on the school website.

## **6. Reporting to parents**

Foundation assessments are used to inform parents/carers of their child's ongoing progress in the termly parents/carers meetings and in their child's end of year report. Parents/carers are informed as to whether their child is meeting, exceeding or below age related expectations in each of the curriculum areas assessed.

Parents/carers are informed of their child's ongoing progress within Accelerated Reader, and more specifically their achievements in writing and both STAR mathematics and STAR reading tests, in the termly progress reports and parents/carers meetings. Then finally, in the summer term, through the end of year report.

Wider curriculum assessments inform the judgements reported to parents in their child's end of year report in each of the foundation subjects and science.

All results from national curriculum assessments as set by the Standards and Testing Agency will be reported to parents in their end of year reports.

These assessments are:

- Phonics screening check in year 1
- Multiplication Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

## **7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

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.

Children who are on the SEN register have an individual learning plan, which is tailored to their specific needs. This is assessed weekly by the class teacher and analysed at half termly intervals. This is also sent home to parents.

## **8. Training**

All teachers at Slindon Church of England Primary School currently participate in a program of CPD provided by the Durrington Research Group.

Assessment practice is an integral part of this continuing professional development and teachers are kept abreast of good assessment practice, any developments within assessment practice and how to develop and improve their assessment practice.

## **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 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

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **10. Monitoring**

This policy will be reviewed every two years by the assessment lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment lead is responsible for ensuring that the policy is followed.

The headteacher and assessment lead will monitor the effectiveness of assessment practices across the school, through:

- termly pupil progress meetings
- book scrutinies
- lesson observations

Also through analysis of whole school data to include:

- reception baseline assessment
- phonics tracking sheets (years R, 1 and 2)
- end of year writing assessments (year 6)
- STAR mathematics (years 2 -6)
- STAR reading (years 2 -6)
- Core subject assessments (mathematics, English, science and R.E.)
- Wider curriculum assessments (geography, history, music, P.E., PSHE, art, MFL, Computing and D.T.)

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

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures