



Christ Church CE Primary School, Walshaw

Assessment Policy

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote ***better than expected progress*** for individuals, groups and cohorts.

We view assessment as the process of seeking and interpreting evidence for use by pupils and their teachers to decide where pupils are in their learning, where they need to go and how best to get them there. Much of what teachers and pupils do in classrooms can be described as assessment. That is, the tasks and questions used to prompt pupils to demonstrate their knowledge and understanding of a concept forms the basis of what is planned for next. If children are to progress, then learning needs to be tailored to their specific needs and this can only be achieved through considering what they already know and what the next suitable learning intention is.

Within the classroom our day to day assessment reviews, considers and judges the progress of both individuals and groups. Our teachers observe learning, analyse the work children produce, interpret the evidence collected, give instant verbal feedback to pupils and support pupils in thinking about their own work. Low-stakes quizzing and regular 'flashback' reviews of learning, inform teachers about what pupils have remembered and therefore can apply or link to previous and next learning.

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate pupils. It can also lead to their withdrawing from the learning process in areas where they have been made to feel no good. Motivation can be preserved and enhanced by assessment methods which protect pupil's autonomy, provide some choice and constructive feedback and create opportunity for self-direction.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents, the Trustees and the LAC about progress and attainment
- Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative Assessment

This is the on-going, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment or *responsive teaching* is used to inform planning, resources and support in order for all children to progress. Teachers will make observations of children's work, annotate planning, design questioning to probe children's understanding, talk to children 1 to 1 in the form of learning conversations and mark work in line with the marking and feedback policy. On the spot verbal feedback is our preferred method for marking during lessons.

Summative Assessment

Teachers will use NFER tests (and past SAT papers (Y2, Y6) in Year 1 to Year 6 to keep records of individual pupils' achievements based on day to day evidence and record if children are **working at, above or below their age-related expectation**. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

Each term class teachers meet with the Head and/or Deputy Head Teacher to discuss the progress of children in their class in detail. In these meetings the team identify and agree what children need to do next and broker any additional resources or support that may be needed. Informal pupil progress meetings are held half termly.

Statutory Assessments

At key points through primary school, children are assessed against national expectations. These are:

- Reception Baseline Assessment
- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- Year 4 Multiplication Check
- End of KS2 (Year 6 SATs)

At the end of each term, class teachers will update their assessments to indicate attainment data on Arbor and the Cohort Tracking Grid. This data will be gathered from a range of sources including the Early Years Foundation Stage Profile scores, Year 2 and Year 6 test outcomes, teacher assessments and up to date records that capture next steps for each child as they move through from Year 1 to Year 6. These results are also communicated to parents in annual reports, so that all parents know if their child is **working towards, at or at greater depth** in their age related expectations in different areas of learning.

Assessment in the Early Years

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning demonstrates that the principles of the EYFS are put into practice and is informed by the observations we have made of the children. All practitioners who work within the Early Years are involved in this process. Planning may be altered in response to the needs of the children and the spontaneous opportunities that arise. We believe that accurate assessment of each child's progress is the key to our practice. We make regular, ongoing assessments of children's learning and we use this information to ensure that the planning reflects the identified needs.

Assessment within our Early Years Unit is largely based on our daily observations of the children and our practitioner expert knowledge of how children develop and learn. Assessment is sometimes recorded formally as short observations of significant learning, photographs, audio and video Updated Early Years Foundation Stage Policy September 2021 recordings. These are used to share significant learning with parents and inform discussions between practitioners. We value and actively encourage the views of our parents and carers and add their contributions to the children's profiles.

Summative data is recorded at the end of each term on Arbor, a system used from Nursery through to Y6 to record progress throughout school. We compile a baseline for each child on entry to our Nursery and Reception. In Reception class we follow the statutory baseline. Regular moderation meetings are held to ensure our judgements are accurate and consistent. The resulting cohort data is scrutinised to monitor the effectiveness of our provision and the progress of the children.

In Year 1 – Year 6 children are assessed as being:

Working Below

Working Towards

Working At

Working Above/Higher Standard/Greater Depth.

To reach an informed assessment:

Class Tracking

All classes use a cohort tracking grid in order to keep on-going records of attainment by all children against the Programmes of Study (PoS) in core subjects. This is termly. On a day to day basis - if a child or group of children is seen to be struggling during a lesson then a *same day intervention group* will run to ensure that the misconception is addressed and the child is able to fully access the lesson the following day. Teachers indicate with a code in maths and their initials in every subject to indicate that they have seen and marked/assessed children's work.

White Rose, Testbase materials and history, science and review assessment/quizzes are used to inform assessment judgements and by carrying out gap analysis, these are then used to identify gaps and misconceptions to inform further teaching. At the end of each term a formal assessment week takes place throughout school.

Weekly tests

From Year 1 to Year 6 there are weekly spelling tests, composed of words taken from the National Curriculum spelling expectations. Teachers also use tables test and low stakes quizzes to assess learning.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place each term. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other times in the school year.

End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Overall, our view is that for effective learning to take place, pupils need to understand what it is they are trying to achieve and want to achieve it. We use Steps to Success in lessons to ensure children's learning is supported and the steps to new learning can be broken down and followed. Understanding and commitment follows when pupils have some part in deciding goals and identifying criteria for assessing progress.

Communicating assessment criteria involves discussions with the pupils using terms that they can understand, providing examples of how the criteria can be met in practice and engaging pupils in peer and self-assessment.

Monitoring the Policy

The Head teacher and SLT will monitor the effectiveness and application of the policy regularly, throughout each term.

The effectiveness of Arbor as our method of recording summative and formative assessments remains under review.

Subject Leaders monitor their subjects to ensure appropriate forms of assessment are in place.

The policy was reviewed in the light of the Teacher Workload documents and recommendations 2016.

September 2022
To be reviewed April 2024

Appendix

Timetable for Assessment and Pupil Progress Meetings 2022/23

	Autumn Term '21	Spring Term '22	Summer Term '22
Informal Pupil Progress discussion	During staff meeting 2 nd Nov	Informal- as Autumn if useful	
Assessment week	5-9 December	13-17 March	19-23 June Unless statutory times/dates
Pupil Progress meetings	w/c 12 th December	w/c 20 th March	w/c 3 rd July
Assessments	Year 2-5: NFER Year 6: 2018 SAT	Year 1-5: NFER Year 6: 2022 SAT <i>Year 2 could do SAT</i>	Year 1: NFER Year 2: SAT Year 3-5: NFER Year 6 SAT

The date in June may change when the dates for submission of data are known.

In Summer term, pupil progress will also be shared in transition meetings with the next teacher, following final assessments.

Summative for English, Maths and Science

The NFER Reading and Maths or a past SAT papers will be used, during Assessment week, to inform the placing of students Arbor. The data from these tests should be inputted into the NFER database and the results then studied to inform planning and teaching and to better meet the learning needs of the children.

Results of this gap analysis will be shared in team meetings and pupil progress meetings.

The standardised score will be recorded onto Arbor assessment.

Year 6 will take the National Assessment Tests 8 – 11th May 2023.

Year 2 will use the National Assessment materials and tests to inform the assessment of the children.

Year 1 will undertake the Phonics Screening test in June 2023 and any Year 2 pupils who did not pass in Year 1.

It was agreed across the MAT how NFER standardised scores will be interpreted for WTS, EXS, GD:

115 and above is GD/working above

100 and above is EXP/working at

Below 100 is WT/ working towards

Below 85 is WB/ working below- child likely to have accessed a test from a lower year group

Formative for Foundation subjects

Assessment resources are available to support staff to make assessments in Science, PE, History, Computing and RE. Other foundation subjects have NC objectives to assess against.

Further subject-based assessment tools are being investigated- if/as needed. Common recording process on Arbor being investigated.

Trello will be used to capture and evidence attainment for practical subjects and by subject leads.

Assessment of Writing

The National Curriculum statements/writing framework examples, which are identified on the year group writing assessment grid for each child, will be used to measure progress through the year group expectations. Assessment of writing attainment will be made using independent writing pieces and observed in other writing examples across the curriculum. Not all formative assessment decisions will be collated on the grid if they are observed in other writing.

Year Group Expectations must be applied to pieces of writing rigorously.

Independent Writing books- examples of independent writing composed in books at the end of units, at least every half term.

Moderation of writing regularly (formally and informally) in teams.

Whole school writing standardisation each term.

Pursue opportunities to do cross-school moderation.

EYFS

Reception Baseline Assessment completed in first few weeks of September.

Baseline for Nursery and Reception on Arbor in September. Reception Early Learning Goals Profile is completed for each child at the end of the year.

For Nursery a final assessment is recorded on Arbor at the end of their Nursery year.

Ongoing daily assessment to inform planning to meet the needs of children. Observations, photos, recordings capture progress, collated in floorbooks.

Any particular concerns about the progress of individual children should be raised within Key Stage teams, with the SENCO or with the SLT at any time, not wait for Pupil Progress meetings.

Updated/reviewed S. Howard September 2022