



Assessment Policy

(To be read in conjunction with T&L, Marking and Feedback policies)

November 2021	Review Date: November 2023 Reviewed by: Curriculum & Standards
Signed: Mrs Simrit Otway, Headteacher Date:	
Signed: Mr Marcus Banks, Chair of Governors Date:	

We aim to:

- Ensure that all groups of children make sustained progress in learning consistently over a period of time
- Evaluate whole school effectiveness through assessment that measures the value the school adds to the children's learning
- Benchmark the school against local and national standards
- Identify whole school professional development needs
- Ensure that underperforming groups of children are effectively identified to allow appropriate intervention
- Report clear and concise information to teachers, parents, governors, LA and the DFE
- Integrate assessment into our planning and teaching to inform future learning
- Give children regular performance feedback & develop a child's contribution to and ownership of their learning

RANGE OF ASSESSMENT

We assess report and record the children's progress in three ways.

1. Formative Assessment

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Teachers may update Target Tracker with formative assessments in PPA time. Learning objectives are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment supports personalisation of learning and is used by teachers to inform planning, resources and support in order for all children to progress.

Feedback takes the form of:

- Verbal feedback that engages the child in constructive dialogue designed to support, encourage and challenge – see marking policy
- Written feedback that focuses on the child's success and next steps with opportunities for pupil response– see marking policy
- Success Criteria that allow children to benchmark their own performance against curriculum expectations

2. Diagnostic Assessments

These are measures which help us to diagnose the child's individual learning profile:

- a) On going observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEN register.
- b) Special Needs / EHCP Conferences and support plan reviews which diagnose and set targets for SEN children.
- c) Pupil progress meetings, which are held at least twice a year and used to review progress, strategies and intervention to ensure continued personalised learning.
- d) On entry assessment of mobile pupils undertaken by class teachers/Inclusion leader to ensure immediate and appropriate provision.
- e) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables. Standardised assessments, writing, spelling, comprehension.
- f) Group Reading/Guided Reading Records.
- g) Tracking progress of reading groups.

3. Summative Assessment

These are measures that register the children's learning at a certain point in time, and show how much value has been added to the children's learning. We also use them to track the children's progress through the school and target underachievers.

- a) Baseline Assessments on entry to Year R and entry in other years. This gives us our first measure of the child's achievement and alerts us to their future needs.
 - b) December, mid year (March) and end of year tests and assessments (June) that benchmark the children in every year group in Reading, Writing, Maths, Science and Foundation Subjects at end of term.
- The data is added to tracking software and the on-going progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings.

The following measures are also used to benchmark the school against other schools nationally and in Hampshire and to set targets for school improvement.

- End of Key Stage 1 and Key Stage 2 assessments, which measure the school against national and local standards and shows year on year achievement. These are measures used to benchmark the school against other schools nationally and in Hampshire and to set targets for school improvement.
- End of EYFS Foundation Stage Profile, which assesses Reception children against the early learning goals.
- Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check, which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2.
- Year 4 times-tables check.

Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment.

A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year (appendix A)

Teachers need to be able to produce evidence of judgments through children's work; therefore children's exercise books should always be kept according to relevant policies such as presentation, handwriting and marking.

Class teachers keep all assessments and notes from parent consultations for the current year. At the end of the year assessments are passed on to the next teacher in pupil handover meetings.

All data is kept on SIMS (for EY, Year 2 and Year 6) and Target Tracker and school network.

A review is written after data collection points Foundation Subject training November (mid-year and summer) and details the progress of key groups and year groups and makes recommendation on moving forward for whole school, individual year groups and children.

Pupil Progress reviews produce further documentation every term.

Inclusion – SEND, EAL, PP,

EAL children and children on the SEND register are fully included in assessment and all their assessments are in line with whole class assessments.

All pupils with an Educational Health Care Plan (EHCP) will have an Individual Education Plan (IEP) which outlines which additional provisions they will receive, when and by whom. All other pupils identified as having a Special Educational Needs (SEN) will be identified on class provision maps.

The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments and the teacher and/or parents/carers general knowledge of the child and is also shared in discussion with the child.

EAL pupils benefit from a wide range of AFL strategies in place and assessments are undertaken in line with whole class assessments.

Looked after children will have a personal education plan (PEP) that supports these pupils in their learning and conditions for learning. The PEP forms part of their assessment.

Vulnerable pupils such as those on the child protection register have a progress review every half term. This is used to ensure that these pupils are making progress.

There is further assessment documentation for SEN pupils. The inclusion manager keeps all SEN documentation.

Mastery

The 2014 National Curriculum states that, "the expectation is that the majority of pupils will move through the programmes of study at *"broadly the same pace"* and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems *before any acceleration through new content"*.

There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

Links to Other Policies

- Teaching & Learning
- *Key principles of teaching, learning and assessment at Preston Candover CE Primary School*
- Marking & Feedback
- Special Educational Needs

The Assessment Cycle

In brief:

- Three main summative assessment periods: December, March and early June for pupils in Years 1, 2, 3, 4, 5, 6 and Statutory Assessments in **May** for pupils in Year 2 & 6
- Baseline in September then continuous observation and check with a summative assessment in June for pupils in Early Years.
- Pupil Progress Meetings in December/January and June (HT and Inclusion leader with all teachers)
- Performance Management review meetings in October and March

Appendix A Year Planner

September	Class context, Provision mapping & intervention meetings Y1-6 (Headteacher and Inclusion leader)	<ul style="list-style-type: none"> •Using June/July data new class teachers establish class need using pupil and groups' data •Focus on provision for individual pupils below expected •Identification of focus children •Provision maps reviewed
EYFS		<ul style="list-style-type: none"> •Baseline established, Language Links assessment, Moderation with Pre-school •Groups analysis to inform provision •Pupils learning in books and observations
October		<ul style="list-style-type: none"> •Using baseline data, class teachers establish class & group need •Identification of focus children •Focus on provision for individual pupils below expected •Data used to set performance management targets Termly reporting to parents-Parent consultation evenings
December	Year group progress Reviews/ Pupil Progress Meetings (Inclusion leader and HT) Focus on PP, SEND, More Able, Lower attainers, Boy/Girl	<ul style="list-style-type: none"> •Data for R,W,M,GPS on TT, Science tracking & foundation subject •Cohort and groups data sets compiled •Moderation meetings in Autumn •Provision maps reviewed
January	Pupil Progress Meetings	<ul style="list-style-type: none"> •Pupil & Cohort progress measured •Focus on pupils not making progress & those below expected •Provision maps reviewed/case study update
February/March	Data Collection Week Mid Point review of interventions for profile children (Inclusion leader, HT & Assistant HT)	<ul style="list-style-type: none"> •Evaluation of impact of interventions and any issues arising from provision. •Book review of progress of focus children •Moderation meetings •Review of support if needed. •Termly reporting to parents- 1:1 Review Day
May	End of Key Stage Statutory Assessments (standard tests, checks alongside teacher assessments)	<ul style="list-style-type: none"> •Statutory assessments for Reading, Writing, Maths, Grammar, Punctuation, Spelling & Science undertaken in Year 2 and 6 / Year 4 times-tables •Moderation meetings •Outcomes for Reception children summarised against each area of learning and reported. Language Links follow up •Year 1 Phonics check undertaken within statutory timeframe. Repeat Y1 phonics test for underachievers.

June	Data Collection	<ul style="list-style-type: none"> •Data moderated & analysed for R,W,M,GPS, Science tracking •Annual progress measures established •Using ARE profile sheets & summative tests •Cohort and groups data sets compiled •Provision map reviewed/case study review
	Year 4 times tables check Year 1 phonics check and Year 2 retakes	
June (late)	Pupil Progress Meetings	<ul style="list-style-type: none"> •Pupil & Cohort progress measured •Focus on pupils not making progress & those below expected •Provision maps reviewed
July	Handover meetings Whole school Data analysis-HT, Asst HT, Inclusion leader and Eng. Maths, EYFS, all subject leaders	<ul style="list-style-type: none"> •Summative data shared with new class teacher •Performance management targets reviewed •Termly reporting to parents-end of year pupil reports. Begin CPD and School improvement plan draft