



Edisford Primary School

*Confidence. Persistence. Getting Along. Organisation. Resilience.*

## Assessment Policy

### Vision and Ethos

We seek to provide an education that opens up the world for our children. We want our children to experience the world first-hand wherever possible, so that they can draw new vocabulary from their experiences. We know that children have more opportunities open to them if they have an 'elaborated code' as opposed to a 'restricted code'. We spend time in our curriculum teaching new vocabulary and language, so that we build children's ability to communicate. Not only this, we actively teach children the five characteristics for success through our Endeavours and Flairs curriculum; confidence, persistence, getting along, resilience and organisation. If children have strengths in these five areas, they will succeed academically as well as personally develop. Building strong relationships with children is first and foremost in our teaching approach – we know that children engage better and therefore do better if they want to work well for their teacher.

### Assessment Rationale

We think carefully about how we measure progress and attainment. We want meaningful information and a balanced approach to workload for staff. This underpins our whole assessment policy.

Assessment is integral to our teaching and learning and is based on these principles:

1. Formative assessment – live re-shaping of lessons wherever possible, dealing with misconceptions as they arise and allowing children to investigate mistakes and misunderstandings. This is used to inform planning for the next step in the sequence of learning.
2. Summative assessment – two main data points in the year where summative data is collected and used to inform next stages. This also allows us to pick up on those at risk of falling behind and act quickly to ensure they stay on track and make progress.

We use the National Curriculum as the starting point for our teaching and learning experiences, but we extend this through our Endeavours and Flairs curriculum, our first-hand experiences and through all of our subjects.

## Inclusion and Equality

All subject will be taught inclusively to all children, regardless of their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

## Social, Moral, Spiritual, Cultural

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally. Here are some of the ways we embed them:

House Assemblies

Reading Assemblies

Special Awards Assemblies

Endeavours

Flairs

Behaviour and Relationships Policy

Choir

Marimba

Musical Appreciation

Christmas Shows

Y6 Shows

House Treats

RE, History and Geography Curriculum

Remembrance

## Principles of Assessment

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses
- Enables the active involvement of pupils in their own learning by providing effective feedback to support the closing of learning gaps
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning, quality first teaching and results in pupil progress / attainment
- Provides information which can be used by parents/carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their

child's learning.

- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

## Types of Assessment

### Formative

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against our Expeditions Maths and English standards, using comprehension scores, writing assessments and maths tests and assessments. Other subjects will be measured using subject assessments, with PE being measured using a 'before/after' assessment for each unit.

- Clear communication of objectives and how to reach the objective in easy steps
- Marking in accordance with the school Marking and Feedback Policy
- Teacher assessment of pupils' performance on task
- Teacher/TA observation of pupils
- Teacher/pupil discussion and questioning (including higher order questions)
- Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Pupil tracking summative data for Maths, Reading and Writing

### Diagnostic

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs TLPs / EHC Plan
- Informs teachers' planning.

## Summative

Formal summative assessments occur twice a year, in February and in June. We use a combination of expert teacher assessment and tests. We also take in data around November, so that we can feedback progress to parents at parents' afternoon.

Assessments for Reading, Writing, Maths, RE and foundation subjects are recorded twice a year. Reading, Writing and Maths are recorded on a tracking systems. RE and foundation subjects are recorded twice a year on assessment sheets, to track the progress and attainment of pupils.

## **National Standardised Summative Assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents/carers with information on the performance of school in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Our own baseline assessment in Year R and a Reception Baseline Assessment (DfE).
- A phonics test in Year 1
- Optional SATS at the end of Year 2
- National Curriculum SATs tests at the end of Key Stage 2
- A multiplication times table check in Year 4

## Evaluative

Evaluative assessment is a management tool to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources

- Targeted funding
- Pupil progress and achievement

### Using The Outcomes Of Assessment

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are discussed in termly pupil progress meetings.
- Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a termly basis.
- Data analysis is used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal termly review.)
- They provide a basis for reporting to relevant parties and inform the school self evaluation.

### Early Years Assessment

Within 6 weeks of the child starting in Reception the children will have a baseline assessment called the Reception Baseline Assessment (RBA). This will be used to inform our own 4 week baseline assessment, using teacher observation, work and pupil knowledge. Each practitioner in the Reception classroom is a key worker for a proportion of children in the class. Their knowledge and baseline assessment will be used to inform assessments at the start of the year (Sept), in the middle (Feb) and at the end (June).

### Judgements

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against National Curriculum expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.
- At the mid-point (Feb); look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Use of mid-point assessments for English and Maths. Use of subject assessments for foundation subjects and RE. Teachers judge against these standards if children are where we expect them to be half-way through the year.
- At the end-point (Jun); use of end-point assessments for English and Maths. Use of subject assessments for foundation subjects and RE. Teachers judge against these standards to see if children are where we expect them to be at the end of the year.

## Judgements are:

**Expected:** Attainment is typical to that which teacher's expect for either the mid-point (if measuring in Feb) or end-point (June). If KS1 children are fragile, we record these as -3 months (E-) and we know we must intervene to ensure that they catch up. If KS2 children are fragile, we record these as -6 months (E-) and we know we must intervene to ensure that they catch up.

If children are further behind that 6 or 3 months, we put in place an interventions programme for them, identifying their individual barriers. They work with a Teaching Assistant and also within their Expeditions group, to make gains on their learning.

**Greater Depth:** Attainment show that children have greater depth knowledge and delve deeper into their learning. They have greater knowledge about subjects and can therefore approach harder tasks.

## Monitoring

The SLT and teachers monitor children consistently to check their progress and attainment.

- Pupil progress meetings with SLT
- Expeditions tracking system
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus e.g. learning environments
- Lesson observation
- Book looks
- Moderation of Reading, Writing and Maths within schools and other schools

## Evaluation

We ensure that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils
- In meetings with subject leaders

## Moderation

We use this to inform our judgements so that they are consistent throughout the school/across schools. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in key stage teams
- In staff meetings
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.
- Where possible, in collaboration with LA consultants.

### Recording

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

### Informal Day-to-Day Records:

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. These informal records are used to add detail to more formal assessment.

Formal records include:

- Class records.
- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile

### Reporting

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Head teacher is sent to parents yearly.

- Verbal reports are given to parents in the Autumn term.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.

### Reporting To Governors

Assessment is provided for governors to enable them to challenge school performance.

Reporting to governors includes:

- HT's Termly report to governors
- Subject leader reports.
- Anonymised data for cohorts, groups (e.g. child in interventions) and categories (e.g. PPG) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc.
- Any relevant data reports

Reporting to the LA/DFE: the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes (for 2020 only, Y2 phonics outcomes in December 2020)
- Y4 multiplication check
- End of KS1/2 outcomes

### Transition

It is important that accurate assessment information is transferred with children when they change teachers and/or school. This involves collating and passing on all relevant documentation mentioned above.

### Training for Staff

Staff training to assess occurs twice-yearly through internal moderation, led by subject leaders and SLT.

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