



High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School, we are committed to every aspect of children's development including academic, spiritual, moral, social and cultural. As part of this commitment we support all pupils to achieve and assessment is a continuous process that is integral to learning and teaching. It provides information on individual experience and achievement, identifying what the pupil knows/understands and can do, leading to direct action by enabling planning and delivery to be more effective, thereby raising attainment for every child. This assessment policy seeks to outline some of the ways in which assessment of our children takes place.

Principles of assessment:

Assessment can be split into two areas: formative and summative. Through both types, we are committed to ensuring:

- Assessment provides an accurate reflection of what a child can do and their next steps in all subjects
- Time spent on assessment is justified and its primary aim is to inform teaching, interventions and whole school improvement
- Assessment is consistent, with judgements which can be moderated to ensure accuracy
- Assessment provides reliable information to all stakeholders, including children, regarding how individuals and cohorts are performing
- Assessment helps drive improvement by ensuring high standards are met

It is our intention that all children achieve the objectives for their year group and leave our school 'secondary ready' both academically and emotionally. Pupils who are secure in the objectives for their year group will be classed as meeting the expected standard.

In Years 1 – 6, we also have a greater depth standard which is applied when children:

- can demonstrate fluency, reasoning and problem-solving skills with flexibility and confidence, or;
- have an ability to apply skills and knowledge to a range of different contexts and make connections between areas of learning, or;
- consistently apply all their skills and knowledge taught, making independent decisions to enhance effectiveness;
- can explain their knowledge in order to educate others

Children who are not confident in objectives for their year group will be classed as either working below or working towards age related expectations and will have ongoing opportunities to develop and demonstrate

their aptitude and knowledge. In Reception, children who do not meet the Early Learning Goals are 'emerging'.

How we assess:

- Formative – assessing learning on a day-to-day basis; checking children's understanding, application and attainment
- Summative – assessing learning at the end of a unit or period of time, may include end of phase, end of year and statutory assessments
- Diagnostic – providing specific information relating to children's strengths and weaknesses to inform provision, planning, teaching and support
- Tracking – involving a comparison of current and past attainment of a child, groups and cohorts using Class Stories

Formative

Formative assessment is the ongoing monitoring of children's progress through the school year, which will inform day-to-day and week-to-week planning by the class teacher to ensure that individual achievements are recognised and needs met. It is based on the knowledge that children will improve most when they understand the aim of their learning, where they are in relation to this and how they can achieve it. It ensures that teachers plan the next steps of a pupil's learning. Children are increasingly involved in formative assessment as they mature, through self and peer marking against success criteria, to allow for ownership over their learning.

Diagnostic and Summative

Diagnostic assessment establishes what children know and can do already so that teachers can effectively plan lessons. This style of assessment is used throughout the school and is a key component in the Essential Letters and Sounds phonics programme. Where appropriate, we undertake assessment of a child's strengths and weaknesses using SNAP Analysis to inform a specific programme of learning. This process is led by the SENDCo and put into action by teachers and support staff.

Summative assessment sums up the child's achievements for subject leaders, parents and for a new teacher or a new school. It provides overall evidence of the achievements of a pupil and of what they know, understands, remembers and can do so far. It allows us to compare past and present achievement of pupils in order that progress may be confirmed. Finally, it allows trends to be identified and teaching plans to be adapted as necessary for particular cohorts and subjects.

In reading, writing and mathematics, summative assessments are made termly using set school criteria. A selection of these judgements are moderated within Key Stages. These summative assessments are based on teachers' knowledge of what pupils can do but are supported through testing.

In reception, termly judgements are made against the 16 areas of learning in the early years curriculum.

Summative assessments for Science and RE are made at the end of units of work. Teachers will record attainment against the relevant objectives from the national curriculum or scheme of work.

Statutory assessments

Statutory tests and assessment are also carried out:

- Year R – Reception baseline assessment at the start of the year. Assesses pupils’ starting points in language, communication, literacy and mathematics.
- Year R – EYFS Profile at the end of the year..
- Year 1 – Phonics screening test in June, comprising of 20 real and 20 pseudo words. The outcome is reported to the Department of Education, Local Authority and parents.
- Year 4 – Multiplication Check. It is an on-screen check consisting of 25 times table questions to test a child’s knowledge and fluency of their times tables to 12 x 12.
- Year 6 – Reading paper, English Grammar, Punctuation and Spelling (EGPS), Mathematics Arithmetic and Mathematics Reasoning (x2).

Year 6 papers are marked externally and results will be expressed as scaled scores. These will be reported to parents. Year 6 Teachers will also submit assessment of writing and science based on the children’s ongoing work. Detailed frameworks have been published to enable teachers to make these judgements and our teachers moderation sessions to ensure their judgements are in line with other schools.

Children can be made exempt from tests in exceptional circumstances if they are working significantly below the level of the tests or are unable to access them. The decision to exempt the children will be taken by the Headteacher in consultation with the SEND team, teachers and parents. For pupils who are working below the standard of the national curriculum assessments and are not engaged in subject-specific study, the engagement model (<https://www.gov.uk/government/publications/the-engagement-model>) of assessment is also used. This is in line with statutory requirements from September 2021.

Tracking

Core Subjects

Tracking of attainment and progress for all subjects happens on Class Stories. Progress in Maths in Years 1 - 6 is also tracked through the White Rose ‘Small Steps’ and White Rose assessments. Tracking across the school occurs at three ‘milestone’ points in the year for core subjects:

1. December
2. April
3. July

At the end of each of these stages, children’s attainment is recorded as either ‘Working below’, ‘Working Towards’, ‘Expected’ or ‘Greater Depth’ in relation to the expectations for their age at the end of the milestone. Children whose attainment or progress gives any cause for concern will be assessed against a wider range of indicators to identify areas of need.

Information from Pupil Ladders and Class Stories will be used in Pupil Progress meetings after each milestone in order to identify and agree provision for individuals and target groups of children. The Senior Leadership Team will conduct scrutiny and analysis of data from the tracking documents in order to identify where further support, development or training might be needed. This will be shared with the full Governing Body.

Foundation Subjects

Tracking attainment on RE and Science occurs when a unit of work has been completed, which is often at the end of a half term. Progress of all other Foundation Subjects is reported to parents at the end of the year through their child's written report.

PURPOSE OF ASSESSMENT

The purposes of assessment vary. They relate to the different uses made of the information by the teacher, the whole school community and at a national standard.

The class teacher wants to know:

- Has the class, overall, learned what I planned?
- Are they all making progress?
- Are they making sufficient progress against national expectations?
- Which individuals need more help in which areas?
- Which children need extension work?
- Is my planning for activities, resources and staffing well targeted?
- How can I do better next time?

The SLT and other teachers want to know:

- Are the children making good progress?
- Are there any major problems?
- How does their performance compare with those in parallel classes or in other years?
- Is the children's progress in line with the school's targets?
- How is the school doing in comparison with other similar schools?
- What aspects of our curriculum and teaching need to be strengthened (Strategic Plan)?

The parent/carer wants to know:

- Is my child making progress?
- Are there any major problems?
- How is my child doing compared with others of the same age?
- What can I do to help?

The LA and national government and school governors want to know:

- How is the school and LA progressing against their targets?
- Are the school development plans working?
- What are children achieving in teacher assessment and tests at ages six, seven and eleven?
- How is the school doing in comparison with other similar schools?
- Has the school identified its priorities for development?
- How is the school working towards these priorities?

Moderation

Moderation is important to ensure a consistent approach to assessment. We do this as a whole school, and with local schools. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Andrews' Endowed CE Primary School we:

- Use agreed documents to benchmark and moderate judgements of pupils
- Use Whole school writing moderation termly to ensure teacher assessments are accurate either as part of a moderation with the SLT, in staff meetings or with our school cluster
- Participate in moderation sessions with the Local Authority for foundation, KS1 and KS2 when required.

Targets

Pupils have individual targets in Reading, Writing and Maths. These are set by the senior leadership team, alongside teachers, and are based on their prior attainment and knowledge of the child.

SEND

Class teachers, alongside the SENDCo, will be responsible for writing and reviewing children's Individual Pupil's Passports.

Consistency in standards

Consistency in standards is achieved through:

- Subject leaders and SLT monitoring assessment records and moderate regularly
- Subject leaders and governors carrying out work scrutiny and pupil interviews
- Moderation meetings and cluster meetings with other schools

Reporting:

At Andrews' Endowed CE Primary School we provide two parent consultation evenings in the Autumn and Spring terms to review a child's progress against their year group learning objectives. In the Summer term, parents will receive an end of year report which will report on all subjects that the pupil has been taught. This report will be based on continual teacher assessment and classroom observations. Results of statutory tests and assessments will also be reported to parents, with the exception of the Reception Baseline Assessment as it is used as a school-level measure by the DfE and the results are not shared with schools. Parents are provided with an opportunity of having a meeting in the Summer term with the teacher if they would like to discuss the report.

Assessment leader

The assessment leader will:

- Formulate and monitor the school's assessment policy in consultation with the Headteacher, staff and governors
- Review the policy regularly in the light of the statutory requirements and the needs of the school
- Review the tracking programme for its efficiency
- Read and report the ARA (Assessment and Reporting Arrangements) each year to ascertain school responsibilities in undertaking statutory tasks
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment schedule
- Highlight groups and individuals who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as Disadvantaged, FSM, PP, SEND, EAL, etc

Transition

When a child transfers from one setting to another appropriate records need to be forwarded including:

- The results of statutory assessments of the pupil under the National Curriculum.
- The teacher's latest assessments of the pupil's progress since the last statutory assessment.

We will send to the receiving Secondary School:

- Foundation Stage Profile
- End of KS1 Results and TA
- DCSF Transfer Sheet (KS2 TA (Teacher Assessment) Results and Test Results)
- Copies of all KS1 and 2 reports to parents
- Any SEND, medical or home circumstances information appropriate for an open file.
- In addition to physical documents, Year 6 teachers liaise with Head of Year 7 to discuss each pupil and their predicted scores and teacher assessment. Year 6 class teachers also liaise with SENDCo of receiving Secondary school to discuss any specific requirements or needs for pupils with SEN.

End of year transfer of information from year group to year group happens via Arbor.

Children transferring from another school:

- Class teachers to view transfer documents and make a note of any relevant details for their own assessment file.
- Notify SENDCo of any children with SEN.

- Complete baseline on entry assessments once settled: Salford Reading Accuracy and Comprehension assessments using Rising Stars.

REPORTING TO GOVERNORS

At appropriate points throughout the year, the Headteacher and other members of the Leadership team will report standards and progress to Governors via Full Governing Body Meetings. This may be part of the Head teacher’s report, or as a separate agenda item. Discussion points will include:

- Targets for KS1 and 2
- Conclusions from the IDSR (School Inspection Data Summary Report)
- LLP reports
- Good Level of Development (GLD) at end of EYFS

Effective Marking & Response	Accurate ‘Within Lesson’ Assessment for Learning	Consistent & Reliable Teacher Assessment	‘Learning Focussed’ Planning
<ul style="list-style-type: none"> • Next step marking • Extension / Support marking through questions or worked through examples • Time for children to respond • Integral Self & Peer Assessment 	<ul style="list-style-type: none"> • Range of Questioning • Pupil Talk • Self & Peer assessment opportunities • Flexible planning • Flexible groupings • Cut-away strategy used effectively 	<ul style="list-style-type: none"> • Strong evidence base Periodic Assessments used to inform planning • Robust Moderation practices • Robust pupil progress tracking • Timely interventions for stuck & stalled pupils Booster Groups: Keep Up not Catch Up 	<ul style="list-style-type: none"> • Clear Learning Aims & Success Criteria • Clear focus on ‘Learning’, including • Rich tasks, high quality learning outcomes • Effective & appropriate variation • Scaffolding & Deepening

Control Box

Version	1	Date/Effective from	October 2024
Author	Gemma Gundry	Review Date	October 2027
		Responsibility	Senior Leadership Team

Associated Policies, Documents, Agencies:

- Curriculum Policy
- Early Years Foundation Stage Policy
- Marking and Feedback Policy
- Teaching and Learning Policy