

Skirlaugh CE Primary School

'a caring Christian learning community where everyone is valued'



Assessment Policy

Approved by Governors

November 2024

Last Renewal Date

September 2024

Next Renewal Date

September 2027

Principles of Assessment

At Skirlaugh CE Primary School, we believe that effective, efficient methods of assessment are crucial in ensuring that pupils make sustained progress over time. We recognise that assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education. We uphold the following principles:

- High quality formative assessment is used throughout lessons to inform teachers' future planning and teaching
- All children can succeed if assessment is used effectively to inform teaching
- There is always a clear purpose for assessing and assessments used are fit for these intended purposes
- Assessment provides information which is clear, reliable and used to inform teaching and learning
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Assessments do not add unnecessarily to teacher workload or burden staff or pupils
- Assessment is inclusive of all abilities
- Assessment is used well to help pupils embed and use knowledge fluently or to check understanding to inform teaching
- A range of assessments are used including formative assessment, summative assessment and nationally standardised summative assessment

Assessment Approaches

At Skirlaugh CE Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment; in-school summative assessment and nationally standardised summative assessment.

Formative Assessment

‘Day to Day In-School Formative Assessment’ is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or additional practice, or extension activities to deepen their understanding as necessary. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through ‘Day-to Day In-School Formative Assessment’ , we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations
- Adopt a ‘keep up, not catch up’ philosophy to ensure that misconceptions and gaps in understanding are addressed at the first opportunity

Formative assessments may be gathered in a number of ways depending on the class and subject context, however, examples may include:

- Targeted questioning of individual students to check for understanding
- Marking of pupils’ work and identifying the next steps for learning
- Observations of learning
- Opportunities for retrieval practice/recapping prior learning e.g. quizzes
- Flash-marking of work and providing feedback ‘in the moment’
- Mini-plenaries used to address misconceptions

- Discussions with pupils and development of responses
- Pupils' response to marking e.g. green pen work
- Pupils' self-assessments against agreed success criteria
- Peer-marking of work

Summative Assessment

In-school summative assessments are used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of a unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In School summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Summative assessments are made on a termly basis, although phonics summative assessments take place each half term. A range of strategies are used in order to assess the children's learning in a relevant and efficient way. Details of each curriculum area can be found below:

Phonics

Pupils who are learning to read through the Read, Write Inc. Phonics scheme are assessed by the Reading Leader each half term to identify the progress they have made. These assessments are used to re-group the children based on their phonic knowledge and reading fluency and identify pupils at risk of falling behind for catch up interventions.

Reading

For pupils who are not learning to read on the phonics schemes, termly standardised assessments are completed. Currently, the school uses the NTS Assessments which provide a standardised score to support consistency in assessments. The results of these are used, alongside teacher judgements, to form an overall assessment of where each child is currently working. This is recorded on the assessment section of ScholarPack.

Maths

All pupils in Years 1 to 6 complete termly assessments using the NTS Assessment materials. These provide teachers with a standardised score to support consistency in assessments. The results of these, alongside teacher judgements, are used to form an overall assessment of each child. The built-in question level analysis function also enables teachers to evaluate the impact of their teaching, and identify areas which require further consolidation. Judgements are recorded on the assessment section of ScholarPack.

Writing

In writing, pupils work towards longer, independent pieces of work at the end of each unit. These are assessed by teachers using the school's own assessment criteria which reflects the expectations of the national curriculum for each yeargroup. Typically, pupils will complete between 3 and 4 independent pieces of work per term across a range of genres. Teachers will use the outcomes from all assessed pieces in order to make a final judgement as to the child's current level of attainment. This is recorded on the assessment section of ScholarPack.

Foundation Subjects

In all foundation subjects, opportunities for assessment are built into the teaching sequence of each unit. At Skirlough CE Primary, we recognise the need to design assessment opportunities which ensure the content of each subject is being assessed,

and that the child's reading or writing ability does not hinder their ability to demonstrate their knowledge in other curricular areas.

Teachers design a range of assessment tasks which may include quizzes, creating posters, double-page spreads, leaflets, presentations or other IT related tasks. These are used, alongside the teachers' formative assessment of pupils in order to form judgements as to their current level of attainment. This is recorded on the assessment section of ScholarPack.

Nationally Standardised Summative Assessments

Nationally standardised assessments will be used to provide information on how children are performing in comparison to other children nationally and provide parents with information on how the school is performing in comparison to other 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.

Nationally Standardised Summative Assessments include:

- Early Years Foundation Stage Profile at the end of Reception
- Phonics Screening Checks in Year 1
- Key Stage 2 Statutory Assessment Tests (SATS) at the end of Year 6

Collating and Using Data

Teachers are expected to use formative and summative assessment data to inform their future teaching and plan intervention programmes of support to close gaps in pupils' learning. To reduce teacher workload, there is no formal requirement for recording this:

it is only an expectation that staff can explain the steps they are taking to promote good progress in their classes.

Summative assessment data is collated using the assessment function of ScholarPack. This is a simple, non-onerous system for teachers to use. The school's data lead, Miss Davis, is responsible for collating data for each yeargroup and key group for core subject areas. This is presented to SLT and the governing board and is used as a discussion point with teaching staff during pupil progress meetings. Trends are identified as well as individual pupils requiring additional support to meet the next stage of attainment, whether this is the expected standard, or greater depth. The Senior Leadership Team reviews in-school attainment data each term and identifies trends and areas for development as required.

Subject Leaders have an overview of the data for their individual subjects and triangulate this with the work they see in lessons and in pupils' books. Staff meeting time is directed towards the monitoring of standards in their subject to reduce additional workload.

Reporting to Parents/Carers

At Skirlaugh CE Primary School, we recognise the valuable contribution parents make to their child's education and seek to share information regarding their child's progress at regular opportunities.

All parents will receive up to date information regarding their child's progress and attainment during the Autumn and Spring terms during parents' evenings. At the end of the Summer term, parents and carers will receive an annual written report which also shares this information.

Written reports will include the following information:

- Pupil effort and attainment in all areas of the school curriculum
- Comments regarding the pupil's general progress, highlighting their strengths and areas of further development

- The pupil's attendance record including the total number of absences for pupils and the total number of unauthorised absences for that child
- Details of how to discuss the report with the child's class teacher should parents wish to
- Outcomes of national standardised assessments including the Early Years Foundation Profile and Year 1 Phonics Screening Check.

At the end of Key Stage 2 (Year 6) the report will also contain:

- Teacher assessment outcomes for English writing and Science
- The results of national curriculum tests taken in English Reading, English Grammar, Spelling and Punctuation and Maths, including the pupil's scaled score
- Comparative information about the attainment of pupils of the same age in school, and in the core subjects, pupils of the same age nationally

For parents of pupils with SEND, additional information as to their progress may be shared. Parents will meet their child's class teacher to discuss their child's progress towards the targets on their Termly Support Plan each term. Parents of children with an EHCP will also meet all professionals involved in supporting their child each year to discuss their progress towards meeting the outcomes set out within this.

Inclusion

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

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. Pupils may be assessed against the pre-key stage standards or engagement model if appropriate.

Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of their induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff, training in the use of the ScholarPack school assessment information system.

Continuing professional development may take various forms including the provision of direct face to face training and online training. Opportunities for moderation across yeargroups is built into our calendar of CPD each term; this also includes opportunities to attend local cluster moderation meetings to share practice and compare standards across schools.

Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring 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

- Holding school leaders to account for improving pupil and staff performance by rigorously monitoring assessment data
- Monitoring that school staff receive the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

The Senior Leadership Team is responsible for:

- Ensuring that this policy is adhered to
- Monitoring standards across the school 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
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

The Assessment Lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Engage in opportunities to moderate assessments
- Use assessment data to inform the next steps in teaching and use it to close gaps to promote rapid progress of some pupils

Monitoring

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Teaching and Learning Committee of the Governing Board.

Links to other policies

This policy is designed to be read in conjunction with the following other school policies:

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