



# Assessment Policy



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Next review due: November 2026

CONSIDERATION

ASPIRATION

RESPONSIBILITY

ENJOYMENT

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### **1. Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

### **2. Legislation and guidance**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### **3. Principles of assessment**

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Edleston we ensure that the targets set for pupils are both realistic and challenging.

#### **4. Assessment approaches**

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The goal is to monitor student learning to provide ongoing feedback that can be used by teachers to improve teaching and learning.

##### **4.1 Assessment for learning or formative assessment**

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- › **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- › **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment for learning should be part of effective planning of teaching and learning.

All lessons should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. Flashback 4 is used to show retained learning.

Teachers will monitor any children who have excelled; general errors/misconceptions and note any children who need further support/address misconceptions on 'One-off interventions sheet'.

Assessment for learning is also used throughout the school via the Assertive Mentoring system, NFER tests and diagnostic analysis of questions is done to inform planning. Teaching has to be flexible to respond to initial and emerging ideas and skills. Feedback [written and verbal] is done in accordance with the school's Marking and feedback policy.

Assessment should take account of the importance of learner motivation

Assessment encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it.

Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with

the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

#### 4.2 Formal Assessment

Effective in-school summative assessment enables:

	Reading	Writing	Maths	Science
Rec	<p>Reception Baseline Assessment            Throughout the year, assess against Development Matters.            RWI half termly assessment            End of year children are assessed in ELG – Early Learning Goals.</p>			
Y1	<p>RWI half termly assessment            Teacher Assessment at the end of Autumn and NFER at the end of Spring term and Summer term.            Y1 Phonics screening tracking and test in Summer term.            Readers working below RA tracked.</p>	<p>Termly moderation [from December] – highlight Edleston’s Interim Assessment Framework [kept in English book] further exemplification found in The Literacy Company document.            CEW termly assessment            In-school moderation</p>	<p>Teacher Assessment following White Rose unit assessments in autumn term plus NFER tests in the spring and summer term.            Place value termly data            Times tables and KIRFS termly tracking</p>	<p>Headstart Unit Science unit test</p>
Y2	<p>RWI half termly assessment until off. Autumn term NFER reading assessment. Spring term KS1 past SATs tests Summer term –SATs.            Y1 Phonics screening [termly re-test until pass] Readers working below RA tracked.</p>	<p>Termly moderation – highlight Edleston’s Interim Teacher Assessment Framework and sticker every other piece of writing. Further exemplification found in The Literacy Company document.            Moderation by the leadership team.            In-school moderation            CEW termly assessment</p>	<p>Autumn term NFER maths assessment.            Spring term KS1 past SATs tests Summer term – SATs.            Place value termly data            Times tables and KIRFS termly tracking</p>	<p>Headstart Unit Science unit test</p>
	Reading	Writing	Maths	Science
Y3				
Y4		Termly moderation – highlight	Fortnightly AM	

Y5	Termly NFER reading assessments. Readers working below RA tracked. Y1 Phonics screening [termly re-test until pass]	Edleston's Interim Teacher Assessment Framework [kept in English book] further exemplification found in The Literacy Company document. Fortnightly AM Grammar Hammer Test. CEW termly assessment In-school moderation	Skills Test Termly NFER maths SS assessments. Times tables and KIRFS termly tracking	Headstart Unit Science unit test
Y6	Termly – past reading papers. Readers working below RA tracked.	Termly moderation – minimum highlight ITAF sticker every other piece of writing in Themed learning book. Fortnightly AM Grammar Hammer Test. CEW termly assessment Moderation with local schools whenever possible. In-school moderation Moderation by the Leadership team. KS2 SATs past papers and SPAG online.	Fortnightly AM Skills Test KS2 SATs past maths tests. Times tables and KIRFS termly tracking	Headstart Unit Science unit test

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

#### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers** to understand national expectations and assess their own performance in the broader national context
- Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1

National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

At Edleston Primary School, we use the following tools to support our judgements:

- NOTE - If a child has an EHCP or an SEN Support Plan, the teacher will make a judgement as to whether it would be beneficial to sit the test, use a test from a younger year group or use teacher assessment if not.
- At KS2 SPaG Grammar Hammer assessments and Maths Weekly skills are used on a bi-weekly basis [Assertive Mentoring]. These are used to teach the children skills in maths and spelling, grammar and punctuation and then used the following week as an assessment tool.
- At the end of each term, data is collected on the number of CEW [common exception words] each child can spell, X tables that they know, and place value knowledge in KS1 [and Y3 if appropriate].

### **Individual Needs**

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are most able, is the responsibility of the class teacher in conjunction with the SENCo.

The SENCo, and where appropriate any outside agencies, are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedures supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Records and Information passed on from one year group to the next at the end of the Summer Term

- End of year assessments in reading, writing and maths
- SATs results
- For children on SEN, provision data sheet/parent/carers' views, one-page profile, SEN support plan
- SPaG data [assertive mentoring Grammar Hammer latest scores] at KS2
- Headstart science unit tests
- Safeguarding reports
- Foundation subjects assessments for individuals in terms of emerging, expected, exceeding.

## **5. Collecting and using data**

### **Tracking pupil progress and attainment**

- Every term, class teachers submit Teacher assessments in Writing, Reading and Maths. They work in teams to moderate samples of work in addition to the work scrutiny carried out by the Leadership Team, whole staff team and Subject Leaders.
- We use the following scales for assessment to show attainment and progress:

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- Children are assessed against Reception Baseline Assessment / Development Matters / Early Learning Goals. Each child is assessed against each area of learning. Foundation Stage assess every term against Development matters and follow rigorous analysis of data and discussion of progress and attainment at the Pupil Progress meetings.
- Evidence is collected via videos, photographs, observations and written evidence and added to the online learning journey against Development Matters.
- Parents can added comments and evidence to the online Learning Journal [Tapestry].
- Evidence in books / displays / play etc is referenced to Development Matters.

### **From Year 1 to Year 6, attainment is described as follows:**

Writing – Below Standard (B), Working Towards Standard (WTS), Expected Standard (EXS) and Greater Depth Standard.

In Maths and Reading standardised tests are used to calculate a standardised score for each child.

### **Year 2 and Year 6 will also:**

Receive a scaled score generated from KS1 and KS2 SATs.

Where pupils have completed a test from a younger year group, teachers will state at which year group they are working at.

- Teachers will teach the curriculum of their year group. We are committed to ensuring that children have the depth of knowledge in their year group to enable them to fully understand the concepts they have been taught and so that they are able to use these skills and knowledge in different contexts.
- Assessments carried out are used as a diagnostic tool to move learning forward too. All assessments are analysed by teachers [on a question-by-question basis for each child] and target curricular targets which can be personalised for classes, groups or individuals. These are then used to inform provision and interventions.
- Assessments will inform the termly Teacher Assessments for core subjects [Reading, Writing, Maths]. This data is discussed each term, when the Senior Leadership Team meet with teachers for a 'Pupil Progress meeting'. Prior to these meetings, the data is rigorously analysed and individuals and groups of pupil's progress and attainment are on track. At the meeting, any child[ren] or groups of children who are not on track for either progress or attainment are discussed in detail. The outcomes from these meetings then inform the interventions and TA provision for the next term.
- Foundation Subjects are assessed against the end points and submitted at the end of each academic year and given to Subject Leaders.

## **6. Artificial intelligence (AI)**

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Edleston Primary recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

As a research tool to help them find out about new topics and ideas

## **7. Reporting to parents/carers**

Parents receive a written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. Reports identify how each child is achieving compared with national expectations, ie Y5 exceeding expectations.

Annual reports to parents/carers include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record which will include:
  - The total number of possible attendances for that pupil, and
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken
- At the end of KS2:
  - Outcomes of statutory National Curriculum teacher assessments
  - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
  - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
  - A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics

We hold two Parents' Evenings and one open afternoon [Summer term] to enable parents to discuss their child's attainment and progress.

## **8. 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.

## **9. Training**

The school Assessment Lead will work to ensure all teachers have a good understanding of assessment and assessment practice. They will be responsible for ensuring staff have access to continuing professional development opportunities on assessment. Staff meetings will be used to support staff moderation and share good practice.

## **10. Roles and responsibilities**

### **10.1 Governors**

Governors are responsible for:

- › Being 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 analysing assessment data
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### **10.2 Headteacher**

The headteacher is responsible for:

- › Ensuring the policy is adhered to
- › Monitoring standards 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 competently and confidently, including training and moderation opportunities

### **10.3 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

### **11. Monitoring**

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The headteacher will monitor the effectiveness of assessment practices across the school, through:

- Work scrutiny are routinely carried out by the LT, by the HT/ DHT and by subject leaders. Some staff meetings are also used to look at the quality of the learning in children's work.
- Moderation meetings are regularly carried out within school, across key stages and with other schools where possible.
- Target Setting - Teachers in KS1 and KS2 set targets for the end of term in reading, writing and maths. Teachers in Y1, Y5, Y2 and Y6 also set end of key stage targets. These are based on knowledge of the pupils and assessments.
- Evidence:
  - Marking comments in exercise books
  - Pupil tracking data
  - SATs results
  - Summer reports
  - Assertive mentoring data
  - Tapestry online Learning journey
  - NFER data

### **Data Storage**

Assessment information is stored in class Intervention and assessment files.

### **12. Links with other policies**

This assessment policy is linked to:

Curriculum policy

Early Years Foundation Stage policy

Marking and feedback policy

