



Abbots Ripton Church of England Primary School

Assessment Policy

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith

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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

To ensure 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.
- high quality, in-depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- the school's vision for all children to 'achieve their best' promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes

- assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- assessment supports informative and productive conversations with both children and their 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
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or children
- assessment is inclusive of all abilities
- assessment is used well to help children embed and use knowledge fluently or to check understanding and to inform teaching
- a range of assessments are used including day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4. Assessment approaches

Here at Abbots Ripton Church of England Primary, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 Day to Day In-school 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, and to use this information to provide appropriate support or extension, 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 misconceptions/errors are identified at the individual level and that every child is appropriately supported to make progress and meet expectations.

A range of 'Day-to-Day In-School Formative Assessments', will be used as follows:

In Reception

- Ongoing assessment through observation against the seven areas of learning as laid out in the curriculum. There is no formal recording of these observations.
- Questioning of children and listening to them articulate their understanding in circle times and through provision.
- Reviewing learning using our Learning Journey books for PSHE, Understanding the World and RE
- Engaging parents to discuss their child's achievements at home

Reading

- **Ongoing assessment of phonics using our Little Wandle Scheme**

- Daily lesson observations, highlight those children that are falling behind. Teachers observe carefully in the review part of the lesson, to ensure that all children know the phonemes being taught.

- In Reception and Year 1 we will use the Little Wandle phonics assessments to assess a child's reading in relation to the phonemes and graphemes taught within Little Wandle Letters and Sounds. Assessments are found within the Little Wandle programme. We will use the Little Wandle placement assessments to assess a child's phonic knowledge if they are falling behind in reading as they move through the school.

- In Reception and Year 1, children access a Little Wandle fully decodable reading book in reading practice sessions, linked to their phonics learning (the phonemes that the individual child is working on). Using each child's phonics assessment, class teachers will know which phonemes individuals are working on and it is the class teacher's responsibility to ensure that reading books accessed online for home learning are appropriately matched to each child's learning.

- **Reading Fluency Assessment**

- Assessment notes are made during reading practice sessions which take place 3 times a week for children in Reception and Year 1. These notes focus on decoding, (children should be reading with 95% accuracy), prosody (fluency) and comprehension. Any gaps are highlighted and reviewed the following week in lessons or in blending practice.

- As the child leaves the Little Wandle programme in Year 1, they take a fluency assessment to ensure they are reading with 95% accuracy and with fluency. These are at three different levels and link to the books in phase 5, sets 3,4 and 5.

- In Years 2-6, teachers will assess children's reading in a variety of age-appropriate ways. In Year 2, teachers will take assessment notes for each child at least once a week as part of Whole Class Guided Reading. These notes will focus on decoding, prosody and comprehension; they will be taken as described in the previous point. In Year 2, children will also begin to use written form to convey their understanding of what they are reading; teachers will begin to assess their written responses but this will be done in an age and ability-based manner. In Years 3-6, more focus will be on the children's written responses (especially in Upper Key Stage 2). Teachers should still listen to children read aloud during Whole Class Guided Reading.

- For children across the school who have been identified as needing additional 1:1 reading, teachers will complete additional reading assessment notes in a class reading folder. These notes will also be taken as described in previous points.

Other subjects

Teachers will make use of a range of day to day formative assessment strategies in other subjects such as:

- Making use of rich question and answers during teaching
- Marking of pupils' work, particularly next step comments – this may be 'in the moment' marking which happens as the lesson progresses as well as marking which happens after the lesson
- Observational assessments
- Regular short re-cap quizzes
- Discussions with children
- Self-assessment e.g. purple pen work (for editing) and self-marking against agreed success-criteria
- Peer marking

4.2 In-school summative assessment

In-school summative assessments will be 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. Teachers will make use of in-school summative assessments to evaluate both learning at the end of an instructional unit or period (based on 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 a whole school level to monitor the performance of 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. In-school summative assessments may also inform parents about achievement, progress and wider outcomes.

A range of 'In-school-summative assessments' will be used including, for example.

In Reception

- At the end of every half term, teachers assess children against the curriculum to highlight any children that are outliers
- Teachers use the curriculum at the end of each term to assess any outliers and measure progress. Children are considered to be on track for a good level of development, unless an outlier, and this is recorded in a tracking grid.
- In the summer term, children are discussed at moderation and in school, to ensure they are meeting the requirements for each of the seven areas of the foundation stage curriculum to ensure they have achieved a good level of development in all areas.

Reading Assessments

- In Reception and Year 1, every 5 weeks, teachers carry out Little Wandle phonics.
- Year 1 will have Little Wandle fluency assessments at the end of Phase 5 (sets 3, 4 and 5) in preparation for moving on to our colour-banded scheme.
- When children have completed the Little Wandle Letters and Sounds Programme and their assessment demonstrates that they are secure at Phase 5 and they have passed the fluency assessments 3,4 and 5, the class teacher will assess the pupils complete reading skills using the PM Benchmark Kit found. The teacher will analyse the findings and apply the most appropriate colour book-band for each child. This may be around the orange banded book, although, it might be a book band of a higher level to extend or a lower level to support a skill outside of decoding (for example literal or inferential comprehension). The pupils individual reading assessment analysis will be kept in the class reading file and the details entered on the dual Little Wandle/Coloured Reading Bands assessment tracker. These assessments will be repeated on an individual basis as necessary (for extension, in response to concerns over progress or pupils who are at risk of not being on track to achieve age related expectations in order to identify their specific gaps in reading.
- Pupils will progress through the colour banded books until they have been assessed to be reading at the expected level for their age group.
- At Abbots Ripton, we use the PM Benchmark Reading Assessment which assesses a child's instructional and independent reading level using unseen texts. This assessment provides teachers with information about a child's fluency and retelling strategies while determining their comprehension within and beyond the text. This assessment is for the class teacher's assessment and information purposes when determining if a child is still on the correct colour book-band, whether a child is a 'free reader' and to help determine whether a child's reading fluency is affecting their reading ability.
- Teachers complete a colour book-band grid each time a child moves to a new colour band – this enables us to track progress as well as record where the child's reading level is compared to age related expectations.

- Each term, in Years 2 to 6 children will complete a PIRA Reading Assessment and/or Age Related Assessments such as past SATs papers in Year 5/6. The PIRA is a curriculum linked standardised test which provides teachers with age-related scores and identification of a child's strengths and weaknesses. The results of these tests are collated by class teachers and are used to inform their termly reading tracker which identifies whether children are on track, not on track or likely to exceed targets set for them at the start of the academic year related to the National Curriculum age related expectations.

Writing assessments

- In Reception teachers make ongoing assessments in physical development and writing development against the intentions laid out in the reception curriculum.
- Teachers assess writing against the National Curriculum objectives termly using the Herts for Learning writing assessment grids which focus on Composition: purpose & audience, Grammar, Punctuation and Transcription. This is used to inform their termly Writing tracker which identifies whether children are on track, not on track or likely to exceed targets set for them at the start of the academic year related to the National Curriculum age related expectations.
- Children in Years 2-6 are assessed on their ability to read and spell the common exception words from the National Curriculum (within their spelling programme).
- Grammar and Punctuation is engrained within our writing curriculum. Therefore, teachers will deliver objectives as part of their English units and will, in turn, assess grammar and punctuation throughout classwork.

Maths Assessments

- In Reception teachers use the White Rose checkpoints at the end of every unit, to assess learning.
- In KS1 and 2, teachers use the 'End of Block' assessments within the White Rose Maths scheme to assess learning within the current unit of work. This can be used with individual children, small groups or whole class. The outcomes are used to identify gaps that either need further consolidation as a whole class or in groups. Analysis could identify some individuals who would benefit from intervention such as Look Back and Learn with an adult.
- We also use the 'Termly Progress Check' assessments within White Rose which has 2 tests – Paper 1 is Arithmetic and Paper 2 is Reasoning and Problem Solving'. Each term, the results of these tests are collated by class teachers on the tracker provided by White Rose. These are used to inform their termly Maths tracker which identifies whether children are on track, not on track or likely to exceed targets set for them at the start of the academic year related to the National Curriculum age related expectations.

RE assessments

- Each unit of learning with Understanding Christianity and The Emmanuelle Project teachers have an assessment sheet which sets out the secure/expected learning within each unit. Reception, KS1 and KS2 teachers assess against these, identifying 'outliers' i.e. those children who are not yet meeting or who are exceeding expectation for that unit of learning. They use information gained throughout the year to record annually whether the children in their class have met (At), are working towards (WT) or exceeding (GD) what is expected for their year.

Science assessments

- Teachers use end of unit assessments within PLAN for science assessments. This sets out the 'sticky knowledge' and skills that children are expected to develop within the unit. Teachers assess against these, identifying 'outliers' i.e. those children who are not yet meeting or who are exceeding expectation for that unit of learning. This assessment is used to inform their termly Science tracker which identifies whether children are on track, not on track or likely to exceed targets set for them at the start of the academic year related to the National Curriculum age related expectations.

PE assessments

- At the end of each PE unit a summative core assessment task is completed. The assessment is broken down into key elements in the task and pupils will be assessed into Developing, Secure/Expected or Excelling banding with outliers being recorded. This information gained throughout the year is used to record annually whether the children in their class have met (At), are working towards (WT) or exceeding (GD) what is expected for their year.

In addition to the PE assessment at the end of the unit, Reception children are assessed continually for their fine and motor skill development.

Other assessments

- In Reception, teachers start each new session by reviewing learning from a previous session. This could be through questioning, showing an artefact, or by reviewing prior learning in a learning journey.

- At the start of new units of learning in all subjects, teachers will remind children of their previous learning – if there has been any - related to the new unit e.g. from a previous year or class. This may involve sharing a previous 'Learning Journey' or showing them an image of a previous learning wall. This will be used to complete a 'What I know already' to allow children the opportunity to recall previous learning before building on it. This will also be used by class teachers to adapt the lesson planning to ensure that any previous learning not retained can be covered before new learning is introduced. These are updated at the end of a unit to show what new learning has been taught.

- Ongoing, in lessons, teachers assess whether children are meeting objectives as outlined in subject overviews for foundation subjects. Teachers will only log 'outliers' i.e. those children who are not yet meeting or who are exceeding expectation for that unit of learning. They use information gained throughout the year to record annually whether the children in their class have met (At), are working towards (WT) or exceeding (GD) what is expected for their year for all foundation subjects. Teachers may assess in an ongoing way by reviewing what children record on their 'What I know already' at the start and end of a unit of learning, or they may document on an ongoing basis e.g. annotated planning or markbook. They may also include specific assessment activities in the year to assess sticky knowledge for example using test style questions or quizzes.

- Additional assessments may be required for the reviews of children with additional needs or disabilities. For example baseline assessments may be completed prior to an intervention starting and again to evidence progress. Our SEND Policy outlines this further.

4.3 Nationally 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 Governors and parents with information on how the school is performing 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 (including Governors) 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:

- Baseline assessment at the start of Reception Year
- 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 2 (Year 6)
- Multiplication check at the end of Year 4

5. Reporting to parents/carers

- In the Autumn and Spring terms, class teachers will meet with parents/carers to discuss progress and attainment and assessments may be used to inform these discussions.

- In the Summer term, an end of year annual report is written for each child. This written report includes:

- Brief details of achievement, progress and effort in all subjects
- Comments on general progress
- Arrangements for discussing the report with the class teacher
- The child's attendance record for the academic year, expressed as a percentage of the possible attendances
- The results of any tests/checks including the outcome of the Phonic Screening Check (Year 1) and Multiplication Check (Year 4)
- 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'

6. Inclusion

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

In addition to the assessments above, the school may make use of additional diagnostic assessments (for example Speech and language assessments, Social and Communication Checklists or Reading Screening etc) to contribute to the early and accurate identification of children and young people's special education needs and any requirements for reasonable adjustments, support and intervention.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and make these aspirational, and take this into account alongside the nature of pupils' learning difficulties.

7. Training for staff

On joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of effective assessment and assessment practice. Continuing professional development may take various forms including the provision of direct face to face training and online training. Access to moderation training will be offered annually both within our cluster of schools and with the Local Authority.

The Headteacher will ensure that best practice is shared and endeavour to keep up to date with latest research whilst also being mindful of staff wellbeing and the need for assessment to be balanced with workload.

8. Roles and responsibilities

8.1 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

8.2 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

8.3 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

9. Monitoring and Evaluation

The Headteacher 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 will be responsible for ensuring the effectiveness of practice across the school.