



Member of staff responsible: Carmen Dewhurst

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## Assessment Policy

### Mission Statement

"Living, learning and sharing in a loving Christian family"

### Rationale

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets. All assessment at Longridge CE Primary School is used to inform planning, teaching, feedback and reporting. All forms of assessment help us to define the stage that each child is at and determines the next step in their education. It will ensure early identification of children with Special Educational or additional needs, and those in need of further challenge, leading to timely provision. It will ensure continuity and progression in our work with the children between year groups. It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, children, parents and governors.

### Principles of Formative Assessment

Formative assessment, or Assessment for Learning, is the day to day ongoing assessment which enables teachers to identify the next steps in pupils' learning and to enable pupils to have greater involvement and responsibility for their own learning. Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

- Clarifying, sharing and understanding learning intentions.
- Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.
- Using effective questioning, enabling teachers and children to understand where they are in the learning process.
- Providing feedback (written or verbal) that moves learning forward. - Activating children as learning resources for one another.
- Activating children as owners of their own learning.

These strategies are effective in moving learning forward and at Longridge CE Primary School we are committed to developing and strengthening these skills with all our teachers.

### Summative Assessment

Summative assessment provides a snapshot of attainment at the end of a unit, year group, key stage or when a pupil is leaving the school. It makes judgments about pupils' performance in relation to national standards and evaluates their learning. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations, and provides information to help teachers plan for the next steps in children's learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Each term the following actions take place to support the summative assessment process:

- All children are assessed as working at, above or below year group expectations in all areas of the curriculum. For Reading, Writing and Maths we use an internal tracker on the staff shared drive. The terminology we use is as follows:

OT = on track  
+ = on track with deeper learning  
-1, -2, -3 = NOT on track - working 1 term, 2 terms or 3 terms behind.

For some children working below year group expectations we will use PIVATs/highlight target statements met and or a statement which states which year group the child is working. Some children may not be on track so the year group expectations that they are working within should be identified. For example, a child in Year 4 may be judged as 'working within Year 2'.

There is clear curriculum guidance, produced by Subject Leaders, to support teachers with this task. Moderation is routinely carried out, in a cycle of subjects, to ensure teacher assessment is accurate.

- For Science and the Foundation subjects, the teachers state whether the child is above or below expectations. From this information, the Subject Leaders then use the information to generate % of children on track in their subject for each year group.
  - Teachers in Y6 and Y2 use past Sats papers and sample papers to benchmark children's current, and future attainment against national standards.
  - Lancashire Maths Tests are completed in the Summer Term for years 1-5. The subject leader is currently devising termly assessments in line with Maths No Problem for the Autumn and Spring Terms.
  - Suffolk reading Test which gives the children a reading age is used in May/June for Year 2-5
    - As well as ongoing writing tasks, all children produce an independent piece each half term. This piece is used specifically for assessment purposes. Also we have a 'special writing book' which moves through school with the children. This is a record of their writing progress through school.
    - Phonics assessments are carried out in EYFS; KS1 and also sometimes for a specific group in Year 3 to identify phases of Letters and Sounds that have been secured and existing gaps.
- SLT, class teachers and TA meet regularly to discuss these assessments.

All of the information from these assessments is used to inform pupil progress meeting discussions. Strengths, gaps and next steps are identified, with further provision and intervention planned. This will include targeted provision for 4 those with gaps or barriers to learning, as well as those working above year group expectations or making accelerated progress.

### **Statutory Assessment - Tasks and Tests**

At regular stages throughout their Primary Education, children complete statutory assessments. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

#### *Year 1 Phonics Screening Check*

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a child reads 1:1 with a teacher. Each child is scored against a national standard - children who do not

meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2. Personalised intervention is continued as they move through KS2.

### *End of Key Stage 1 tests*

All pupils sit the following tests at the end of Year 2:

Reading

Grammar, Punctuation and Spelling (GPS) - OPTIONAL

Mathematics

Writing (teacher assessment)

### *Year 4 Multiplication Check*

The MTC is an online assessment, designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of 25 timed questions. It will identify pupils who have not yet mastered this mathematical skill so additional support can be provided. This assessment is completed during a 3 week window in June by all children in Year 4.

### *End of Key Stage 2 tests*

All pupils take the following tests at the end of Year 6:

Reading

Grammar, Punctuation and Spelling (GPS)

Mathematics

Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan.

### **Planning for Assessment**

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson. Teachers always share the learning objective (L.O.) with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective (how?), and the success criteria (remember to) against which the work will be judged.

We make a note of those individual children who do not achieve the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

### **Assessment in Early Years Foundation Stage**

Within the first four weeks of starting school, base line assessment will be undertaken. This is a teacher assessment which is used which is based on careful observations, transition meetings and handover documents from childcare providers. Reception will take part in the 'Early adopter' baseline Assessment for 2020-21 in preparation to adopting the National Baseline assessment from 2021.

The Baseline assessment is used to complete a whole class tracker. For each child, it is recorded whether they are ENTERING, DEVELOPING or CONFIDENT in each age related band. This can be

carefully monitored and tracked throughout the year, using carefully planned observations and assessments.

Assessment throughout the year is both formative and summative. Formative assessment includes ongoing daily observations which are either recorded or informal. This information is used to inform planning and identify appropriate next steps in learning for the children. A Learning Journey is updated throughout the year with evidence obtained through a range of strategies; observation, discussion, questioning, focussed tasks. This is supported by an electronic programme incorporating photographs of evidence (Tapestry). Summative assessment is used at the end of each half term. Staff meet to discuss the children in order to review progress, set targets and put intervention in place. This information feeds into the whole class tracker and supports judgements for Early Learning Goals. We are currently reviewing various ways that parents can become more involved in the assessment process.

At the end of the academic year the Early Years Profile assessment is completed for each child. Children are graded as EMERGING, EXPECTED or EXCEEDING for each Early Learning Goal. This is a 'best fit' judgement which takes into account evidence from Tapestry, tracking information and teacher assessment. These are shared with parents, Governors and the Local Authority. Year 1 teachers use the assessments at the end of Early Years Foundation Stage to plan an effective, responsive and appropriate curriculum that will meet the needs of the children.

### **Equal Opportunities**

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school. Attainment and achievement of all children will be regularly assessed, analysed and acted upon.

### **Special Educational Needs**

In each year group we teach the national curriculum for that year; this may differ for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to these criteria. This is planned and monitored carefully. We use PT (Precision Teaching) to set weekly targets. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are used at times with specific pupils. For example, this could be the use of larger print tests. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

High expectations apply equally to SEND pupils. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). Teaching Assistants meet with parents at the start of each year in order to introduce themselves and discuss PT targets. Sometimes outside agencies and other professionals are involved too. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

### **Records and Record keeping**

We record a child's progress in Reading, Writing and Maths using the Lancashire KLIPS (Key Learning Indicators of Performance) documents. The English Subject Leader has created our own KLIPs for Writing. These are updated regularly, as a result of well-planned daily guided reading sessions, opportunities for extended writes and regular Maths assessments.

In phonics, we use the Lancashire Assessment and Progression Grids to track the children through the phonics stages. We use streamed phonics.

At the end of each term class teachers input their teacher assessments onto the school's internal tracking system. These results are analysed by the SLT.

Each half term, in the Foundation subjects, each class teacher makes assessment judgements. Each class teacher is responsible for handing their class data sheets into subject leaders. On each subject data sheet, the teachers note who is above and below expectation. The Subject Leaders are then able to create percentages of the children whose attainment is on track for each cohort.

### **Standardisation and Moderation**

- We attend moderation staff meetings to check our teacher assessments are accurate. As well as this, we attend moderation meetings between schools (cluster meetings) to ensure accurate assessments using the KLIPs.
- English and Maths subject leaders scrutinise books and give feedback to staff.
- SLT moderate a cross section of each class's teacher assessments every term.
- Foundation subject leaders are placed on the monitoring and evaluating cycle.

### **Data Analysis**

Results from assessments are collected and used to inform planning. Data is collected termly and on transition. This is analysed and used to track pupil progress, improve learning and teaching and to generate targets. HT meets with teachers in order to set targets for those children who are not at ARE.

### **Reporting**

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Our reporting procedures include:

- Parent Consultation Meetings taking place twice a year
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check, the Multiplication Check and end of KS1 and KS2 SATs tests.
- Reporting to Governors through a Head Teacher's Report - All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

### **Feedback to Pupils (see Marking and Feedback Policy)**

## Roles and Responsibilities

### HT

- Organise termly progress and attainment meetings with class teachers.
- In liaison with class teachers, set targets for those children not OT.
- Prepare reports for the Governing Board and work closely with governors to ensure they have an accurate understanding of the school's current position in comparison to national and similar schools.
- Ensure all statutory deadlines are met.
- Appraisal targets for class teachers

### SLT

- Whole school analysis (inc trends over time)
- Managing the Monitoring/Assessment Calendars
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/class teachers to account for targets set
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment
- The SLT track the progress of individuals, groups and cohorts using our internal tracking system

### Assessment Leader

- Prepares trackers for staff to input the data inc PP/PT/External agencies information.
- With HT, produce an annual cycle of monitoring and evaluating.
- With HT, create the school 'catch up' plan.
- Keep staff up to date with FSM/PP children
- Liaise with SEND Co on impact of interventions. Keep accurate records of children's progress, attainment and what additional interventions are taking place, measuring the impact of these interventions alongside Class Teachers, Subject Leaders and the Senior Leadership Team.
- Timetable staff for interventions.

## **SEND Co**

- Monitor the performance of vulnerable groups
- Analyse and report on attainment and progress of intervention groups and SEND children

## **Teachers**

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Note where pupils are receiving additional interventions and support above and beyond Quality First Teaching. Regularly monitor the effectiveness of intervention and adapt as needed.
- Plan for timely intervention where needed and report impact
- Input data on the tracker
- Meet with HT termly for a Pupil Progress meeting
- Are aware of the impact of their performance upon the whole school
- Foundation Subject Leaders collect class assessment sheets at the end of each unit and are aware of % OT for each year group in their subjects.

## **Governors**

- Understand the strengths and areas for development, asking relevant questions and holding the school to account.
- Have a clear picture of how assessment is carried out at our school.
- Become informed about relevant documents and legislation regarding assessment and understand local and national issues impacting upon assessment.
- Review information from assessment statistics in order to contribute to the monitoring and evaluation of standards.
- Ensure an awareness of the gaps in attainment and monitor what strategies are being used and being effective in narrowing the gaps.
- Ask questions about the school's abilities to ensure assessment is accurate and that the data is used to inform policies and plans.
- Ensure that Headteacher and senior leadership reports to governors include relevant data for the Governing Body to be able to fulfil its statutory functions concerning the educational performance of the school.

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