



Member of staff responsible: Carmen Dewhurst

Date amended: January 2024

Date to be reviewed: January 2025

Assessment Policy

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

Rationale

Effective assessment will improve teaching and learning. To do this we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

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 owners of their own learning.

Summative Assessment

Summative assessment, or assessment **of** learning, provides a snapshot of attainment at the end of a unit, year group or key stage. 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.

Procedures

Summative judgements are completed and entered into our internal school trackers for reading, writing and mathematics at the end of each term. Autumn (December), Spring (March) and Summer (June).

Teachers will use the following terminology:

OT (on track)

OT+ (on track with deeper learning)

-1, -2, -3 (NOT on track - working 1 term, 2 terms or 3 terms behind ARE)

EYFS - make judgements of OT or WB in the Autumn and Spring Terms.

To support teacher judgements, we use the **Lancashire KLIPS (Key Learning Indicators of performance)**, which detail the key learning in reading, writing and maths for each year group. These key learning grids for each year group can be used to provide:

- detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance (KLIPs)** as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance (KLIPs)** play a particularly significant role in the assessment process.

For some children working well below year group expectations we will use **PIVATS (Performance Indicators for Valued Assessment and Targeted Learning)**.

In the summer term, teachers will use tests to inform their judgements.

Maths - Lancashire Tests in Arithmetic and Reasoning (Meeting end of year expectations).

Reading - Rising Stars

GPS - Rising Stars

Suffolk Reading Test - accurate reading age (Years 2-5)

Year 2 will use the optional end of KS1 tests to inform teacher assessments in June. This will be inline with other year groups.

Pupil Progress meetings

These are held between the headteacher, deputy headteacher and class teachers each term. Here we look at data and evidence in books and set targets for those children who are below ARE.

The achievements of individuals, key groups and year groups are tracked on a termly basis with outcomes informing planning, teaching and interventions. The SEND Co and Assessment Lead meet termly to update the Provision Map.

Statutory assessment

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:

Early Years Foundation Stage (EYFS)

- **Reception Baseline Assessments (RBA)** are conducted within the first six weeks of a child's time in school. It provides a snapshot of where pupils are when they arrive at school, establishing a new starting point to measure the progress that they make by the end of year 6.
- The **EYFS Profile** must be completed for each child in the final term of the year in which they reach age 5. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is **meeting** the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as '**emerging**'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1. Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations.

Year 1 Phonics Screening Check (PSC)

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.

Year 4 Multiplication Tables Check (MTC)

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 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.

Assessment in Science and the Foundation Subjects

Judgements are made against the National Curriculum requirements at the end of each unit and are reported as 'on track', 'below' or 'above' the expected standard. This information is collected, collated and analysed by subject leaders. The Subject leaders are able to generate percentages of the number of children on track in their subject for each year group.

Moderation

The process of moderation is an essential part of the assessment system. Moderation is important to ensure a consistent approach in assessment throughout the school. Also it is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

Teachers are involved in the moderation process, to ensure agreement on criteria for judgements, in the following ways:

- With colleagues in school.
- With colleagues from other schools (cluster).
- By attending Local Authority sessions to ensure our knowledge and understanding is current.

Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. We have a range of strategies that keep parents fully informed of their child's achievements in school and encourage parents to contact the school if they have concerns about any aspect of their child's work.

A detailed written report for each child is sent to parents, once a year, towards the end of the summer term which contains a teacher and head teacher comment as well as outlining the achievement and effort in the core and foundation subjects of the National Curriculum. For children at the end of Key Stage 2, additional information including details of the SATs testing will also be provided. PSC and MTC scores are shared with parents. Parents are invited to attend formal consultations (parent evenings) with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or head teacher at other times. Our teacher assistants also meet with parents of our children on the SEND register to discuss Precision teaching/targets.

In conjunction with this Assessment Policy, please refer to our **Marking and Feedback Policy** along with our **Marking symbols**.

Carmen Dewhurst

Assessment/Data

	Baseline	Autumn Term (December)	Spring Term (March)	Summer Term (Test Week in June)	Summer Term Test Week	Statutory Assessments	Foundation subjects	Phonics
EYFS	RBA	7 areas of learning (WB,OT) (Data on server)	7 areas of learning (WB,OT) (Data on server)	EYFS Profile 17 ELGs - met/emerging		EYFS Profile 17 ELGs - met/emerging		Ongoing daily assessment.
Year 1		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading Rising Stars GPS Rising Stars Maths Lancs papers Arithmetic and Reasoning	PSC (June)	End of every unit (Add to server) SLs to collate and calculate % OT	Staff meet termly to discuss the children's progress/attainment. Phonics 'traffic light' tracker completed termly
Year 2		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker) Suffolk Reading Test (Reading Ages)	Use of KS1 optional tests Suffolk Reading Test	PSC retest (June)		On entry December March July
Year 3		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker) Suffolk Reading Test (Reading Ages)	Reading Rising Stars GPS Rising Stars			
Year 4		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker) Suffolk Reading Test (Reading Ages)	Maths Lancs papers Arithmetic and Reasoning	MTC (June)		
Year 5		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker) Suffolk Reading Test (Reading Ages)	Suffolk Reading Test			
Year 6		Reading, Writing, Maths (Tracker)	Reading, Writing, Maths (Tracker)	End of KS2 Tests (May)	Reading GPS Maths Writing (TA)	End of KS2 Tests (May) TA Writing		

