



Petersfield Church of England Aided Primary School

Assessment Policy

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education. **"I have come that they may have life, and have it to the full."**
John 10:10.

Love: 1 Corinthians 13:4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

This policy and procedure has been produced based on recommendations in the '[Final Report of the Commission on Assessment without Levels](#)' (Sep 2015) and in line with the '[Purposes and Principles of Assessment without Levels](#)' (Sept 2015).

Aims and Principles of Assessment

To ensure that:

- the school ethos promotes and emphasises the opportunity for all children to succeed through a growth mindset and effective teaching and assessment.
- Assessment lies at the heart of promoting children's high-quality education as in-depth teaching is supported and informed by high quality formative assessment (ongoing assessment) which considers the growth in pupil's security, breadth and depth of knowledge, understanding and skills.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose which is tailored to the underpinning knowledge and skills being taught.
- assessment is used to monitor and support children's progress, attainment and wider outcomes.
- assessment provides information which is clear, moderated, reliable, used for the intended purpose(s) and free from bias
- assessment supports informative and productive conversations with pupils and parents

- ongoing assessment does not add unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'

To enable:

- teachers to diagnose and respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- ambitious high expectations, target setting
- pupils to demonstrate what they know, understand and can do in their learning
- pupils to have an active role in identifying their achievements, own learning needs and know how to improve their work
- parents to support their child's learning
- leaders to evaluate and continually improve on the quality of provision for all pupils

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 enabling them to measure their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. It allows teachers to understand pupil performance on a continuing basis, enabling them to diagnostically identify when pupils are struggling, when they have consolidated learning and when they are ready to progress further. In this way, it supports teachers to provide appropriate support at an individual and group level so that every child will be appropriately supported to make progress and meet set targets for attainment through targeted support or extension (enrichment activities to deepen understanding). It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. It informs parents through completion of the Learning Link, Mathletics, Reading Eggs to reinforce parent partnership in supporting their child's education.

A range of 'Day-to-Day In-School Formative Assessments', are used including, for example,

- reference to Target Tracker statements
- question and answers sessions
- targeted questions
- written and verbal feedback including marking of pupils' work, using tickled pink (highlighting areas of success), green for growth (next steps) and yellow non-negotiables
- observational assessments
- commentary stickers
- 'post it note' observations or photos 'catching children at it'
- opportunities for pupils to make their learning visible – e.g. on whiteboards
- regular short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with individuals and groups
- pupil self-assessment e.g. traffic lighting, purple polishing pen, self-marking against agreed success-criteria
- peer marking
- markbook tracking

The key questions underpinning 'in-school formative assessments' are:

- What will this assessment show me regarding a pupil's knowledge, understanding or skill?
- How will I communicate the outcome of the assessment to the pupil to help them understand what they need to do to improve?
- How will I ensure my approaches are inclusive to all abilities and meet the needs of all pupils, particularly the most disadvantaged pupils?
- How will I use the information I gain to inform my planning for future lessons?
- How can I improve, adapt or target my teaching as a result?
- What follow up action do I need to take?
- Is it necessary to record the information gained and if so how can this be done most efficiently?

'In-School Summative Assessment'

In-school summative assessments are used to monitor and support children's performance. They 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 inform parents about achievement, progress and wider outcomes over a longer period of time e.g. a term. Teachers make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes support teachers in planning for subsequent teaching and learning. In-school summative assessments are also used at whole school level to monitor the performance of pupils, groups and 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.

A range of 'in-school-summative assessments' are used and reported including:

- Cold and Hot tasks
- end of year tests
- short end of topic or unit tests or tasks
- reviews for specific pupils including those with SEN and disabilities or those in receipt of the pupil premium
- termly Pupil Progress meeting reviews
- termly assessment relating to the National Curriculum age related expectations reported in Target Tracker for Reading, Writing (including Spelling, Punctuation and Grammar – SPAG) and Maths.
- termly reports/ consultations with parents
- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- transition information shared with secondary schools

The key questions underpinning in school summative assessment are:

- Who will use the information provided?
 - Will it give them the information they need?
 - How will it be used to support broader progress, attainment and outcomes?
 - How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to their understanding of how they can progress further in future?
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- How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- How should assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

National standardised summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers 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 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.

A range of 'Nationally standardised summative assessments' are used:

- EYFS Baseline in September
- EYFS Early Learning Goals assessment at the end of Year R
- A phonics test in Year 1 (and Year 2 if this test was not passed in Year 1)
- Multiplication Check in Year 4
- National Curriculum teacher assessments (informed by testing) at the end of Key Stage 1
- National Curriculum tests at the end of Key Stage 2
- Framework for Teacher Assessment (KS1 & 2)

This assessment informs reports including ASP, Ofsted Dashboard and FFT Dashboard (Aspire)

We ensure consistency of recording pupils' skills, knowledge, abilities and achievements in teacher assessments by:

- agreeing details of criteria
- moderating within keystages
- joining local authority (LA) moderation activities
- moderating with local cluster schools
- discussing consistency in planning sessions
- feeding back

We use a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home by

- meeting with parents informally and formally
 - inviting parent contribution to two teacher consultation reports
 - sending parents annual written reports
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We have an inclusive approach to assessment

In addition to the assessments above, the school makes use of additional diagnostic assessments or modified assessments (such as demonstration through practical application) to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers are provided with a copy of this policy and the feedback and marking policy and it forms part of the induction program. In all staff meetings and training, there is an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology and staff are trained in the use of the Target Tracker and SIMS school assessment information system.

Continuing professional development takes various forms including the provision of direct face to face training and coaching and online training and feedback to individuals and groups following monitoring. Staff are encouraged to contribute by identifying their own training needs through the appraisal process.

The Assessment Leader ensures that best practice is shared and endeavours to keep up to date with latest research. The school makes use of external assessment systems and continually reviews and evaluates them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Sharing information about pupils' attainment

Information about individuals is restricted under our data protection policy to:

- school staff on a need-to-know basis, i.e. for the purposes of teaching
- the sending school or preschool to inform initial judgements
- the receiving school when pupils leave
- professionals who work with the school for advisory purposes

Monitoring and Evaluation

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. Subject Leaders are responsible for monitoring the effectiveness of assessment practices in their subject. The Leadership Team, following ongoing regular reviews of classroom practice, are responsible for ensuring the effectiveness of practice across the school considering the views of all stakeholders and reporting to the Standards Committee.

Appendix 1 – School Assessment Core Subject Cycle

Foundation Stage

- EYFS Baseline
- Foundation Stage Profile
- Early Learning Goals

KS1

Reading

- Rising Stars

Writing

- Twinkl punctuation and grammar
- HOT writes
- Target Tracker statements

Maths

- White Rose arithmetic/problems solving papers

Year 2

- SATS tests (reading)
- Teacher Assessment Writing Framework

KS2

Reading

- Rising Stars

Writing

- Twinkl punctuation and grammar
- HOT writes
- Independent writing
- Target Tracker statements

Maths

- Multiplication check
- White Rose arithmetic/problems solving papers

Year 6

- SATS tests
 - Teacher Assessment Writing Framework
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