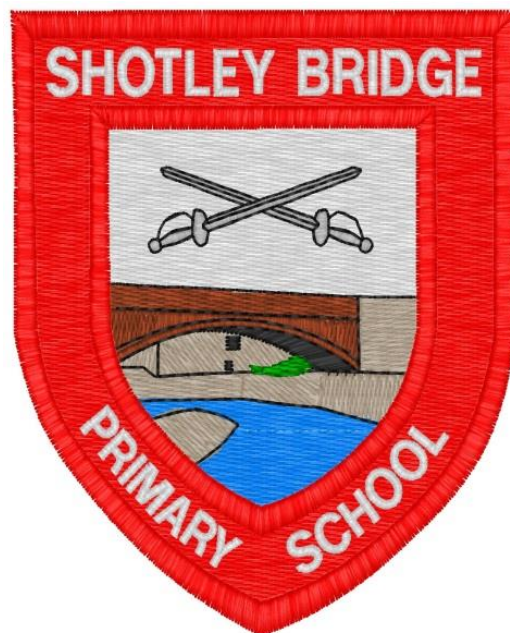


Shotley Bridge Primary School



ASSESSMENT POLICY

Approved by: Governing Body

Date: 1 February 2023

Last reviewed on: February 2023

Next review due by: February 2024

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
- 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

In Shotley Bridge Primary School, we have agreed on the following principles as the basis of our assessment system:

- All forms of assessment should be used to improve teaching and learning.
- Assessment should be simple and easy to understand.
- Testing should be rigorous and reliable.
- Assessment should be underpinned by a knowledge of the curriculum.
- Our assessment techniques help our children to recognise the next steps in their learning.
- No unnecessary paperwork will be completed that does not contribute to teaching and learning.
- Staff will use assessment strategies to provide reliable information to parents to inform them how their child is progressing.

4. Assessment approaches

At Shotley Bridge Primary school 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 In-school formative assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those

exceeding or falling behind. The information should be used to ensure that any children with gaps in their learning are supported to make accelerated progress. 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

From the National Curriculum, we have developed planning/progression documents for each subject, which states the expectation for each academic year. These documents indicate start and end points and can be used to assess the children's progress in each subject. Formative assessment is carried out by teachers in every lesson as it allows teachers to understand pupil performance on a continuing basis. Once teachers have assessed children's understanding, appropriate support or challenge can be provided.

The methods of formative assessment we use include the use of pertinent questioning, exit tasks after lessons and whole class feedback. Our marking and feedback policy ensures there is rich interaction between the teacher and children at every opportunity, providing the children with instant feedback on their work throughout. From this feedback the children know how to improve their work and the teacher knows how to support each child with their learning.

4.2 In-school summative assessment

Summative assessment enables teachers to evaluate both pupil's learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents during parents' evenings and termly reports home, which enables them to support their child's learning. Effective in-school 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 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

In Shotley Bridge Primary School, children from Year 1 to Year 6 will be given formal tests in the core subjects of reading, SPAG and mathematics at three points in the academic year: autumn, spring and summer. Teachers will use the results of these tests to justify their teacher assessment judgements of each child at these points.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages. We have selected an age

standardised score to report our data, inline with results for national standardised scores for Year 2 and Year 6.

In writing, we have three assessment points throughout the year, consistent with reading, SPAG and mathematics. During a term, each child will produce 5-6 pieces of independent writing. Writing is assessed by the teacher looking for evidence from the year-group specific progression of skills in writing from a series of pieces of independent writing across a range of both fiction and non-fiction genres. Writing moderation takes place termly alongside the English Lead and other staff members from the specific key stage. Staff members attend moderation training from DCC advisors where possible and attend Consett school local cluster moderation meetings.

The shared language of testing in our school will be 'Expected Standard (EXS)', 'Working towards National Standard (WTS) and 'Working at Greater Depth (GDS)'.

4.3 Nationally standardised summative assessment

During their time at Shotley Bridge Primary School, children will sit four external national tests. 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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- EYFS profile submitted in Reception
- Phonics screening check in Year 1
- KS1 SATs in reading, writing, SPAG and mathematics. These are internally marked and teacher assessment is provided.
- Y4 Multiplication Tables Check Y4
- KS2 SATs in reading, SPAG and mathematics which are externally marked. Teacher assessments in writing are provided.

5. Collecting and using data

At Shotley Bridge Primary School, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data.

- *We ensure that data collected is clear and focused on our school audience.*

The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.

- *We understand the limitations of the data we collect and what we can infer from it to make improvements over time.*

At Shotley Bridge Primary School, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based up on a range of evidence for each term.

- *We ensure that the collection of data is proportionate.*

Each term, for reading, writing, and maths, year group teams work together to enter their judgements on to Shotley Bridge Primary School assessment grids. These assessment grids monitor the children's progress from their previous formal assessment point. These grids help identify groups of children not making sufficient progress. Staff will be given time during staff meetings to complete their classes assessment sheets.

- *We ensure that analysing data is central to the collection and improving future teaching and learning.*

Once the data has submitted on assessment grids, the senior leadership team will analyse data from cohorts. This will inform conversations and actions set in pupil progress meetings. The senior leadership team will distribute data to subject leaders, and governors each term.

6. Reporting to parents

Parents are encouraged to be active participants in their child's learning. We endeavor to communicate well through newsletters, having curriculum planning available on the website, homework tasks, reading diaries termly progress updates, annual reports, parent evenings, parental engagement afternoons, school website and the school Facebook page.

Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the Autumn and Spring term. Following these terms, a progress update is sent to parents, which outlines attainment in reading, writing, SPAG, maths and science. These reports will also contain information about concentration in class, effort and application, behavior around school and engagement with home reading. These reports will also provide an update on the child's attendance.

A full report is sent to parents at the end of the academic year, which contains the information outlined in the progress updates as well as a written comment from the class teacher and head teacher.

In EYFS, parents receive a report based on the early learning goals. In Year 1, results from the phonics screening test are reported to parents. In Y4, results from the Multiplication Tables Check are reported. After KS1 and KS2 SATs, parents are informed of the results.

7. Inclusion

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

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.

8. Training

We recognise that early intervention can improve both progress and achievement. As such, teachers are supported in identifying pupils potentially at risk of not meeting targets. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

The assessment lead will attend appropriate training on assessment, including updates and moderation. Following this, the assessment lead will ensure any updates are delivered to staff during staff meetings. Staff will have access to moderation training from Durham County Council and attend local cluster moderation meetings.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

The headteacher is responsible for:

- **Overseeing standards of teaching/learning and assessment across the school.**
- **Reviewing the school's assessment procedures and policy on an annual basis.**
- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- 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

9.3 Assessment Lead

The assessment lead is responsible for:

- Coordinating and overseeing whole school assessment and review cycles, including statutory testing.
- Reporting the results of statutory national tests to school, parents and governors.
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Reviewing assessment procedures and moving assessment forward.
- Implementing changes decided upon by the senior leadership team or in consultation with staff.
- Training staff on any changes in assessment.
- Evaluating the impact of any interventions to ensure they are effective.
- Working with core coordinators to develop specific assessments for their areas.

9.4 SENCO

The SENCO is responsible for:

- Collecting data on all SEN children.
- Monitoring the progress of SEN children.

9.5 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
- Acting on concerns about a child's progress.

10. Monitoring

This policy will be reviewed annually by the Curriculum Committee. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

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

- Termly lesson observations
- Subject leaderships
- Work scrutinies by subject leaders
- Moderation – internal and external

- Learning walks
- Pupil progress meetings

As part of the termly assessment cycle, pupil progress meetings will take place between teachers and members of the senior leadership team. During these meetings, teachers will look at particular groups of children and assess progress of core subjects. They consider issues that the whole class may be finding challenging and how they may address this through quality first teaching, as well as putting in place interventions to ensure the correct amount of progress is made. Pupil progress meetings will feed into staff's performance management.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Marking and feedback policy