



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

At Escomb 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.
- Assessment should be underpinned by a knowledge of the curriculum.
- Our assessment techniques should help our pupils recognize their next steps in 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 of their child's progress.
- Any testing should be rigorous and reliable.

4. Assessment approaches

At Escomb 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 pupils are making progress and those that require further support.

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 all subjects. These documents state the start and end points and are used to assess the pupil'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. Teachers then use this assessment information to provide appropriate support and challenge.

The methods of formative assessment we use include:

- Pertinent questioning
- Pre and Exit tasks
- End of unit quiz
- Whole class feedback
- In the moment feedback
- Self and peer assessment/observations

Our Marking and Feedback policy ensures that there is a rich and purposeful interaction between the pupil and teacher at every opportunity, providing the pupil with instant and continual feedback on their work. As a result, Pupils will know how to improve their work and the teacher will know how to support each pupil with their learning.

4.2 In-school summative assessment

Summative assessment enables teachers to evaluate 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 termly Parents' evenings and end of year reports.

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

At Escomb Primary School, pupils from Years 1 -6 will be given formal tests, relevant to their age in the core subjects of Reading and Maths. These will be carried out in the summer term.

Teachers will use the results of these to justify their teacher assessments at these end points.

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how pupils are performing in line with national averages. We use tests that give a standardised score ; this is in line with national tests for Year 2 and Year 6.

In Writing we use pupil's independent writing to assess progress and attainment. Teachers assess against the year group end of year expectations across a range of fiction and non-fiction pieces of independent writing. Writing moderation takes place termly alongside the English Lead and staff attend moderation training with DCC Advisors.

The shared language of testing in our school is:

- Expected Standard EXS
- Working Towards Standard WTS
- Working at Greater Depth GDS

4.3 Nationally standardised summative assessment

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 in Reception Class*
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)
- Year 4 Multiplication Test

5. Collecting and using data

At Escomb 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 Escomb Primary School, we acknowledge that we can never know what each pupil has learned exactly, nor can we know what our pupils 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 pupil'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, teachers work together to clarify their judgements and to identify which pupil 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.

In the summer term the data is entered onto an assessment grid for the SLT to analyse and compare with previous year's data.

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, Spring and Summer term.

A full report is sent to parents at the end of the academic year, which outlines attainment in reading, writing, maths and science. This report will also contain information about concentration in class, effort and application, behaviour around school and engagement with homework tasks. The report will also provide an update on the child's attendance. It also contains 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:

- Ensuring that 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

9.3 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

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: moderation, lesson observations, book scrutinies and/or pupil progress meetings.

As part of the 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.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Marking and feedback Policy