



Pennington C of E Primary School

Assessment Policy 2022/2023

March 2022

Review date: March 2023

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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'

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Aims

At Pennington C of E Primary School we have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners. We aim to provide opportunities that will enable all our children to become successful learners who enjoy learning, make progress and achieve. We encourage our children to be creative and imaginative and develop a lifetime love of learning.

We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning
- be underpinned by confidence that every child can improve
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- enable parents to be involved in their child's progress

The principles that underpin our assessment are:

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress

Assessment is fair.

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Assessment is honest.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgements are moderated by experienced professionals to ensure their accuracy

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development for every child
- Assessment objectives set high expectations for learners

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning

Assessment is consistent.

- Judgements are formed according to common principles
- A school's results are capable of comparison with other schools, both locally and nationally

Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning
- parents in supporting children with their learning
- teachers in planning teaching and learning

There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*

In-school summative assessment:

- *Short topic or unit tests*
- *Scholar Pack tracking based on teacher assessments and standardised tests*
- *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment:

- *EYFS Baseline and EYFS Profile outcomes*
- *National Curriculum tests at the end of Key Stage 1 and Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1 and Key Stage 2*

The primary purposes of day-to-day in-school formative assessment

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about 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 continue to improve. Children are involved in assessing their own learning alongside the teacher-e.g. through shared topic objectives

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, at parents evenings held in October and April and in the end of year report.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of individuals of pupil groups and cohorts through half-termly Pupil Progress Meetings with the class teacher and SLT. These meetings help identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Our teachers assess the children on a daily basis to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding and can plan the next stage in each child's learning. It helps the teacher to monitor progress and provide motivation for the children. At Pennington, we have a growth mindset and avoid ideas of fixed ability and emphasise the opportunity for all pupils to succeed.

Entry assessment information is gathered for all pupils to allow pupils' progress to be measured across the school. Additional summative assessments are used to track the pupils' progress at key points across the year and allows teachers to measure the pupils' attainment against the National Curriculum expectations. Pupils will be statutorily assessed at the beginning of Reception (EYFS National Baseline) and end of Reception (EYFS Profile), Key Stage One (Year 2) and Key Stage Two (Year 6), which provides a summative end of Key Stage attainment result and allows the school's performance to be measured against other schools nationally.

Knowledge and skills in relation to the end of Key Stage expectations are developed by:

- tracking progress from our Key Stage entry data and the school's baseline assessments
- using end of year assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations
- using the national curriculum objectives as a method of tracking progress within and across subjects
- planning work for children who are falling behind or with special educational needs, giving due regard to information and targets contained in their previous plans
- setting targets for the pupils in each academic year based on their success and what they need to improve.

Scholar Pack is used for data tracking and its subsequent analysis provides SLT, governors and external stakeholders with critical insights into progress of key groups/individuals and effectiveness of teaching and learning strategies. Pupil progress summaries are completed by class teachers four times a year in October, January, March and July. Pupil Progress meetings are conducted at the end of each term and are attended by the Head Teacher and an appropriate SLT member. Moderation/ standardisation is undertaken both in house and with other schools e.g within the Triad and Furness Primary Collaborative of schools, to ensure robust judgements. Using this information, targets are set for children at the end of each academic year for the following academic year using prior attainment bands and conversations with current and future teachers and an analysis of all of the information regarding the child - progress, specific learning needs, home life etc. All of this will be used to inform aspirational, ambitious targets. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning.

Assessment of Depth of Learning

In each assessment point, pupils may demonstrate five levels of understanding of the content: **Working Below Expectations (at least one term below expectations)** - *learning will be monitored by the SENCO and planning and teaching modified for the child accordingly, as they may be accessing a curriculum relating to another year group.*

Working Just Below Expectations (half a term below expectations) - understanding of basic facts and ideas relating to a concept - can tackle questions, sometimes with support. Low level cognitive demand. Involves following instructions.

At Expectations - a good understanding of basic facts and ideas related to a concept. They are tackling questions independently. Good level of cognitive demand.

Working Just Above Expectations (half a term above expectations) - more independent application, can explain, use or summarise understanding. Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Working Well Above Expectations (at least one term above expectations) - have a full understanding and can apply independently in different contexts/ problems solve/ etc. Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.

Consistent Judgements

In order to ensure that these judgements are accurate, we regularly scrutinise books and other assessment information alongside our formative judgements to hold each other to account for children's' achievement and progress. This takes place both within school and through external moderation opportunities. Monitoring takes place with subject leaders, and through staff meetings, Key Stage meetings, ECT monitoring as part of action planning and SLT meetings. In making their judgements staff are directed to use CLIC and SAFE Beat That tests in maths, standardised tests where applicable e.g. PIRA and PUMA, Little Wandle (Phonics scheme) assessments and through the use of exemplification materials.

In Years 2 and 6 the children are judged against the Teacher Assessment Framework, with reference to DFE exemplification materials.. It is important that the statutory Curriculum for these year groups is the guidance for teaching and learning, but that the children are assessed against the TAF as well as ensuring curriculum coverage. The school has devised its own writing success criteria sheets for years 1, 3, 4 and 5 for writing based on the TAF criteria.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. These include:

- Dyslexia Screening tests
- Non-verbal reasoning assessments
- Assessments carried out by external agencies in support of the child

Training for staff

All teachers are provided with a copy of this policy and it forms part of the induction program for new staff members. Each teacher has also been provided with 'Key Assessment Progress and Progression in the National Curriculum' (Focus Education Books) to give concise guidance and support understanding of progression. 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 to assess and in order to support staff, training in the use of the Scholar Pack school assessment information systems is given by Senior Leaders. Early Years staff are trained in the use of the

Tapestry programme to support the development of younger children. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and will keep up to date with latest research. External assessment systems are continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader/Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff will follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body

See also Early Years Foundation Stage Policy

Report Reviewed: March 2022

To be reviewed: March 2023 (Or when Policy changes)

Assessment Schedule 2018/2019

All year groups=Ongoing Big Maths CLIC and SAFE assessments

Years 1-6 RE tracking grids completed half termly

EYFS, Year 1 and 2 Ongoing Little Wandle (Phonics) Assessments

Topic objectives assessed against NC statements for relevant subjects-wider curriculum

Class	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	Home Visits/Observations TAPESTRY National and school Baseline Assessments- Scholar Pack Entry BL Writing Assessment	Observations TAPESTRY Writing Assessment	Observations TAPESTRY Writing Assessment	Observations TAPESTRY Writing Assessment	Observations TAPESTRY Writing Assessment	Observations TAPESTRY Writing Assessment EYFS Profile
Y1	Teacher Assessment Writing Assessment Scholar Pack Entry CP1	Teacher Assessment Year 1 Phonic Screener PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry AUT	Teacher Assessment Writing Assessment Scholar Pack Entry CP3	Teacher Assessment Year 1 Phonic Screener PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SPR	Teacher Assessment Writing Assessment Scholar Pack Entry CP5	Year1 Phonics Screening Test Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SUM
vY2	Teacher Assessment Writing Assessment Scholar Pack Entry CP1	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry AUT	Past SATs - Reading Maths Teacher Assessment Writing Assessment Scholar Pack Entry CP3	Teacher Assessment Writing Assessment PIRA Reader PIRA SPAG Scholar Pack Entry SPR	S.A.Ts Teacher Assessment Writing Assessment Scholar Pack Entry CP5	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SUM
Y3	Teacher Assessment Writing Assessment Scholar Pack Entry CP1	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry AUT	Teacher Assessment Writing Assessment Scholar Pack Entry CP3	Teacher Assessment Writing Assessment PIRA Reader PIRA SPAG Scholar Pack Entry SPR	Teacher Assessment Writing Assessment Scholar Pack Entry CP5	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SUM
Y4	Teacher Assessment Writing Assessment	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment	Teacher Assessment Writing Assessment	Teacher Assessment Writing Assessment PIRA Reader PIRA SPAG	Teacher Assessment Writing Assessment	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment

Class	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Scholar Pack Entry CP1	Scholar Pack Entry AUT	Scholar Pack Entry CP3	Scholar Pack Entry SPR	Scholar Pack Entry CP5	Scholar Pack Entry SUM
Y5	Teacher Assessment Writing Assessment Scholar Pack Entry CP1	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry AUT	Teacher Assessment Writing Assessment Scholar Pack Entry CP3	Teacher Assessment Writing Assessment PIRA Reader PIRA SPAG Scholar Pack Entry SPR	Teacher Assessment Writing Assessment Scholar Pack Entry CP5	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SUM
Y6*	Past S.A.T.'s papers - half-termly Teacher Assessment Writing Assessment Scholar Pack Entry CP1	Past S.A.T.'s papers - half-termly Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry AUT	Booster sessions Past S.A.T.'s papers - half-termly Teacher Assessment Writing Assessment Scholar Pack Entry CP3	Booster sessions Past S.A.T.'s papers - half-termly Teacher Assessment Writing Assessment PIRA Reader PIRA SPAG Scholar Pack Entry SPR	Booster sessions S.A.T.s Past S.A.T.'s papers - half-termly Teacher Assessment Writing Assessment Scholar Pack Entry CP5	Teacher Assessment PIRA Reader PIRA SPAG Writing Assessment Scholar Pack Entry SUM

* Also independent Writing books assessed against EOK statements.