Assessment Policy

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Chair of Governors: David Wright

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Policy review date: February 2027

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils. This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning in Sheepy Magna CE Primary School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

The principles and aims of assessment

There are three broad overarching forms of assessment, each with its own purpose that we will carry out throughout the school year:

Day-to-day in-school formative assessment:

• Question and answer during class. This can be through a no hands up approach, using Sticks of Destiny, online quizzes or individual whiteboards.
• Marking of pupils' work where we identify progress towards the learning objective and what the pupil needs to do next
• Use of extended writing to set next step targets
• Observational assessment, particularly in EYFS
• Use of mini plenaries / mid-lesson reviews to gauge understanding and move the learning forward
• Scanning work for pupil attainment and development
• Use of assessment analysis to identify trends and gaps

In-school summative assessment, for example:

• Half termly tests for Maths and Reading (Assertive Mentoring / White Rose) to inform steps and to provide individual targets
PIRA tests to aid assessment and to give pupils a feel for written test papers
• Use of Target Tracker to monitor progress through the curriculum for Maths, Reading and Writing.
• End of topic reviews / quizzes to assess understanding, this includes initiatives such as 'throwback Thursday' / 'Flashback Friday'. Pupils record their own end of Topic Assessment, which addresses key learning from the topic
• Reviews for pupils with SEN and Disabilities

Nationally standardised summative assessment:

• National Curriculum tests at the end of Key Stage 2
• National Curriculum teacher assessments at the end of Key Stage 1
Phonics testing and the Year 4 multiplication tables check.

Assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives

- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- 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
- 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
- be useful for all children including those with SEN and Disabilities

Inclusion

Assessment at Sheepy Magna is considered fundamental to the success of the individual child. All children and parents are offered access to assessment procedures and the benefits of clear informative reporting regardless of race, gender, creed or disability.

Assessment enables both early identification of pupils with SEND and indicates where pupils need support. We use our summative reports to assist with termly reviews and pupil progress meetings. Where necessary, we use small step assessment which is aligned to pupils based on individual need. The SENDCO is responsible for liaising with class teachers over assessment of children with IEPs/ PEPs and target-setting for them.

Arrangements for the governance, management and evaluation of assessment

Roles & Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Head and Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Coordinator is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.
- Maintaining, reviewing and amending, in conjunction with staff, the Assessment policy as necessary, ensuring it is fit for purpose.

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.

- Analysing pupil progress and attainment, including individual pupils and specific pupil groups, then to set individual pupil progress targets
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils towards their end-of-year targets at mid-year and end-of-year pupil progress meetings
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents.
- Monitoring standards in each subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

SLT and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Writing assessment will be moderated in school and also in conjunction with our collaborative – CharnBos – twice a year. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Information about how assessment outcomes will be collected and used

Assessment data is requested from teachers at the end of the first half of each full term. Teachers should update Target Tracker once a term. They should use their professional judgements, informal class tests and recorded assessments to inform Target Tracker.

Teachers should use their day to day assessment and informal tests to inform their planning and in order to inform discussions about pupil progress. The majority of information gathered by teachers will be shared with pupils to aid their understanding and inform their next steps. We do not expect everything to be documented.

Pupil progress meetings will be held each term in order to examine the progress of individuals, groups and focus pupils such as SEND and Pupil Premium. Teachers should not need to create any extra documentation to inform these discussions.

Information gathered will be shared with parents at Parent Consolation Evenings and via end of term and year reports. This is to enable them to both hep their child at home and to keep them informed of progress made towards Age Related Expectations.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

We keep our staff up to date with developments in assessment practise through staff meetings and INSET. We hold regular Key Stage meetings so that teachers can moderate assessments and share good practice. The Headteacher is responsible for ensuring that staff have access to any available professional development opportunities regarding assessment as needed.

Appendix 1

Detail about the approach to different forms of assessment

Day-to-day in-school formative assessment

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective and reflect on the successes or otherwise.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

In-school summative assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.
Commercially Produced Tests (Assertive Mentoring Maths / Reading) and end of year teacher assessment: Externally produced tests, purchased by school. Statements on Target Tracker are used to inform STEPs.	To provide an opportunity for school to keep track of pupils' progress and teachers' expectations, and to enable school to monitor progress through summative means at different points in the key stage. We use Assertive MentoringTests / PIRA / White Rose Assessment termly, this links to Target Tracker and sets targets.
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage.	To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Class Tests: Created by an individual teacher and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests end of topic reviews).	To improve pupils' skills and establish what they have remembered or learnt so far.
End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers make a decision for each pupil's attainment in the core subjects (English, Maths and Science), using End of Key Stage Expectations.	To provide information to parents and next phases of education.

Nationally standardised summative assessment

In Year 6 pupils will sit nationally standardised tests. These cover Reading; Spelling, punctuation and Grammar; and Maths. Year 1 sit the Phonics Screening and Y4 take the multiplication check.

We inform parents of the structure and format of these tests during after school information evenings. Parents are told the purpose of testing pupils at the end of Key Stages. We show parents examples of past papers and tell them how they can best support their child in preparation for the assessments.