

St Matthew's Bloxam C of E Primary School



Assessment Policy November 2023

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At St Matthew's Bloxam School, we use the National Curriculum objectives as a starting point for all of the teaching and learning experiences that we provide for our children.

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment with Levels](#) (2015)

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: Schedule 1.](#)

Principles of assessment

To ensure that

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- High quality, in depth teaching, is supported and informed by high quality, formative, ongoing assessment
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- In line with our Marking Policy, all teacher assessment has a clear, sole purpose: to have a positive impact on children's learning
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with pupils and parents/carers
- Children take responsibility for their own assessment, and that of their peers, and are encouraged to reflect on their own and others' progress, understand their strengths and identify what they need to do to improve
- We strive to implement an assessment system which does not have a burdensome impact on teacher workload
- Assessment is inclusive of all abilities.

Assessment approaches

At St Matthew's Bloxam School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

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/carers** to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve.

Approaches used in school (see Marking Policy 2022)

- ✓ Marking
- ✓ Feedback
- ✓ Questioning
- ✓ Self-assessment
- ✓ Peer-assessment
- ✓ Observations
- ✓ Weekly spelling tests
- ✓ Weekly times tables tests (timed)

In-school summative assessment

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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Approaches used in school

- ✓ End of unit tests
- ✓ Questioning
- ✓ Set activities
- ✓ Termly – Years 1 -6 ; White Rose for Maths, Rising Stars for Reading and Grammar and Teacher Assessment Frameworks (TAFs) for writing. Year 6 use KS2 SATs tests.
- ✓ Termly teacher assessments relating to national curriculum age related bands and progress steps on Sonar Tracker (see appendix 1)
- ✓ Moderation of children's work to ensure age related expectations are secure

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/carers** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- ✓ Early Years Foundation Stage (EYFS) Baseline assessments (within first 6 weeks of starting school)
- ✓ Early Years Foundation Stage (EYFS) profile at the end of reception
- ✓ Phonics screening check in year 1 (re-take in Year 2 if required)
- ✓ Multiplication check in year 4
- ✓ National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6).

Collecting and using data

Data is collected for The Early Years (Nursery and Reception), KS1 and KS2 for all subjects at the end of every term through inputting in to Sonar Tracker.

The data is analysed by the assessment co-ordinator for attainment and progress of cohorts and groups of children (Special Educational Needs and Disabilities, English as an Additional Language, Pupil Premium, Children Looked After, disadvantaged, Boys and Girls). The analysis shows where targeted intervention is required for groups and individuals in order to boost attainment/progress.

All teachers attend a Pupil Progress Meeting with the head teacher and deputy head/SENDCo at the start of every term to discuss what is enhancing attainment and progress, what the barriers are and how to overcome the barriers for the new term.

Governors are also informed of the termly data and what actions are taking place.

Reporting to parents/carers

Children's attainment and progress will be discussed at Parent Consultation Meetings which are held twice a year, once in the autumn term and once in the spring term. Teachers are also available for informal consultation if parents/carers wish to discuss their child's learning at other points.

At the end of the summer term an annual report is also sent to parents/carers which includes:

- ✓ Teacher comments on the highlights of the year
- ✓ Targets for the future
- ✓ Attendance records
- ✓ The Early Years Foundation Stage Profile (reception)
- ✓ The results of phonics screening (year 1 or year 2 retake)
- ✓ The results of the Multiplication check (year 4)
- ✓ The Key Stage 2 SATs results (year 6).

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 starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction programme. In all staff meetings and training, there will be 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 Sonar Tracker will be given.

Continuing professional development may take various forms including the provision of direct face-to-face training through the Local Authority (Assessment Trialling) and Consortium Group (Moderation Events), as well as in school training.

Roles and responsibilities

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.

Head teacher

The head teacher is responsible for:

- Ensuring 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.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and in the Marking Policy.

Monitoring

This policy will be reviewed every three years by the Senior Leadership Team. At every review the policy will be shared with the governing board.

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

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

- ✓ Moderation
- ✓ Lesson observations/Learning Walks

- ✓ Pupil interviews
- ✓ Book scrutinies
- ✓ Pupil progress meetings.

Links with other policies

This assessment policy is linked to:

- ✓ The marking policy
- ✓ Early Years Foundation Stage policy
- ✓ The Curriculum policy
- ✓ Individual subject policies
- ✓ Teaching and Learning policy
- ✓ SEND policy and information report.

Review

This policy will be reviewed in 3 years' time (November 2026) or before if there is a significant change in Government policy.

Appendix 1 – Management information systems Sonar

Sonar requires teachers to make a **Point in Time Assessment (PITA)** which is a popular non-linear method of tracking attainment and progress.

More information can be found at: <https://junipereducation.org/blog/understanding-the-pita-method/> More information regarding SEND pupils can be found at: <https://pupilasset.com/blog/one-size-fits-all-it-doesnt-have-to/>

Sonar PITA judgement	Explanation	Links to Key Stage teacher assessment codes/targets	How this may relate to children?*
Sig Below	Significantly below the Age Related Expectation. <i>Accessing curriculum content that is appropriate for them.</i>	Is likely to be assessed using The Engagement model at the end of each key stage. PKS (Pre key stage standards)	<i>Are likely to have an EHCP and modifications may need to be made depending on the barrier(s).</i>
Below	Below the Age Related Expectation. <i>Unlikely to achieve the Expected Key Stage standard.</i>	WTS (Working towards the expected standard)	<i>Are likely SEND and accessing most curriculum goals with carefully chosen scaffolding/pedagogical choices.</i>
Just At	Just At the Age Related Expectation. <i>Likely to achieve the expected Key Stage standard.</i>	EXS (Expected standard)	<i>Are likely to have/had other barriers but are accessing all curriculum goals. Carefully chosen scaffolding/targeting/pedagogical choices are needed. May not always be independent. May need access to interventions (keep up).</i>
Securely At	Securely At the Age Related Expectation. <i>Firmly on track to achieve the expected Key Stage standard.</i>	EXS (Expected standard)	<i>Are likely to be accessing curriculum goals with carefully chosen pedagogical choices.</i>

Above	Above the Age Related Expectation. <i>Likely to achieve the Higher Key Stage standard.</i>	GDS (Greater Depth)	<i>Are likely to be accessing curriculum goals with ease and need further challenge through depth. May need support to access depth.</i>
Sig Above	Significantly above the Age Related Expectation. <i>Firmly on track to achieve the Higher Key Stage standard.</i>	GDS (Greater Depth)	<i>Are likely to be accessing curriculum goals with ease and need further challenge through depth regularly. Can access depth independently.</i>