

Assessment Policy

Meare Village Primary School



Approved by:	Headteacher	Date: 16 th September 2022
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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](#)
- The research outcomes from the EEF (Education Endowment Fund) and John Hattie.
- Recommendations from the marking policy review Group (March 2016) on reducing teacher workload

3. Principles of assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning.

At Meare Village Primary School we believe that the best form of assessment results from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving and to challenge all children.

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
- It should be simple to use and understand.
- Testing should be rigorous and reliable
- It should be underpinned by a knowledge of the curriculum.
- It informs planning and delivery of the curriculum
- It helps a child to recognise the next steps in their learning.
- There should be no unnecessary paperwork that does not contribute to teaching and learning
- It should provide reliable information to parents about how their child is doing
- Our assessment system ensures that Meare Village Primary School is keeping up with external best practice

4. Assessment approaches

At Meare Village Primary 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.

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

At Meare, we use a range of formative assessment techniques which includes:

- marking and feedback.
 - Live feedback marking (responsive in-lesson marking which involves quickly circulating and helping children). This is not about a new teaching point but about embedding and deepening learning they already have. In all lessons, pupils should have the opportunity to respond to live feedback given by the teacher or teaching assistant. Children will be expected to make immediate improvements to their work. Live feedback can be provided to the whole class by stopping the lesson and feeding back to all pupils, a group of pupils or to individuals as necessary
 - Written feedback and marking codes (see Effective Feedback Policy)
- questioning
- regular short recap quizzes

Outcomes of the formative assessment will be used to assess the pupils' knowledge, skills and understanding. If any gaps and misconceptions are identified teachers will amend their planning for the next lesson, provide support in groups or individually, whichever is the most appropriate to address these areas.

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

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:

- Baseline assessment on entry and Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication times tables check – Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (Year 2) and KS2 (Year 6)

Other assessments that may be used:

Some children may need closer monitoring than their peers, for example, if they have a special educational need that we are supporting. For these children, we may assess with additional standardised tests to check progress more frequently, or to gain pre- and post-intervention data to check the effectiveness of an intervention.

Examples of some of these tests are:

- Standardised reading tests (e.g. York Assessment of Reading Comprehension (YARC), Single Word Reading Test (SWRT), Salford Sentence Reading Test etc.)
- Standardised spelling tests (e.g. Single Word Spelling Test (SWST))
- Phonological awareness tests (Phonological Awareness Battery (PhAB))
- Specific Learning Difficulty tests (Dyslexia Portfolio, Numicon Intervention Programme (NIP) initial assessment)
- Standardised numeracy tests (Sandwell early Numeracy Test)
- Standardised speech and language comprehension tests (e.g. British Picture Vocabulary Scale (BPVS), Test of Abstract Language Comprehension (TALC), Renfrew Action Picture Test etc.)

see appendix 1

5. Collecting and using data

Reading, writing and maths summative data will be collected termly and entered onto SIMs

Foundation subject and RE data will be collected annually and entered onto SIMS

This data will be used by leaders at all levels to monitor standards in their subject and to assess the impact of teaching and learning. Data will be analysed to assess the impact of high quality first teaching, interventions and the impact of specific actions in the School Development Plan.

6. Reporting to parents

Parents will be informed of children's progress and achievements in termly parent consultations and in the annual written report.

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

All staff will be kept abreast of developments in assessment practices through ongoing training and support by leaders at all levels.

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 Headteacher. At every review, the policy will be shared with the governing board.

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

The Headteacher and subject leaders (in their subjects) will monitor the effectiveness of assessment practices across the school through: moderation, learning walks, observations, book scrutinies and pupil meetings

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking and feedback policy
- Subject specific policies

Appendix 1

Assessment of individual subjects – see subject specific policies

Summative assessment of Reading, Writing and Maths is recorded termly

Summative assessment of all other subjects is recorded annually

All outcomes are reported to parents during parent consultations and in the annual written report

All assessments are recorded on SIMS

Art

Simple assessments are recorded at the end of each unit through highlighting/ticking the skills progression document stuck on the front cover of the children's sketch books. This supports the teacher in making judgements, identifying those children who are working below, at or above age related expectations. Children in Years 1 – 6 are to record the development of their skills, their observations, planning and evaluations in their sketchbooks. Progression from each year groups should be clear. Teachers are to store photographs of finished pieces in the art subject leader file on Google Drive.

Computing

We have created a comprehensive progression document for staff to follow to best embed and cover every element of the computing curriculum. The knowledge/skills statements build year on year to deepen and challenge our learners.

Progress is assessed on an on-going basis using the assessment materials provided within the NCCE planning. These materials include self-assessment sheets, teacher assessment sheets and short summative assessment tests. This ensures teachers are aware of individual pupil's progress in computer science, information technology and digital literacy.

Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment.

Teacher's judgments are supported through an electronic portfolio of children's work (Google Classroom / Google Drive).

Design and Technology

We use resources from various sources, including Next.cc, the Dyson Foundation, DATA (The Design & Technology Association), the Nuffield Foundation, and RIBA.

By following the design, make and evaluate cycle, our children learn to think like designers and engineers.

To help support their learning, knowledge organisers are shared with children at the start of each project, and referred to throughout.

A digital bank of children's work is kept for assessment and evidence.

Music

We have created our own scheme of work, which has been refined over the past five years. Our music skills progression document ensures all areas of the National Curriculum are covered and opportunities for cross-curricular learning are explored.

Evidence is collected in the following ways:

- Photo and video evidence of the pupils' practical learning (performing and composing), and an electronic bank of children's computer composition work.
- Recordings of children singing.
- Recordings of school productions.
- Ensuring our children are confident when discussing music, and are able to identify their own strengths and areas for development.

Each student's attainment is tracked throughout the year using an assessment database with the following headings: Singing, Composing, Performing, Music Theory.

Summative data is recorded on SIMs annually.

Geography, History, Science and RE

Each unit of work will begin with an elicitation task to identify what children already know. At the end of the unit teachers will plan an assessment task to identify what new learning has been acquired by each child. The elicitation tasks and the method of assessment will be decided by the teacher depending on the unit and the age of the child.

The following methods are used: observation of pupils, talking with pupils, written work - quiz, poster etc, self-assessment, peer assessment and the evaluation of discussion.

At the end of each academic year the teacher assesses each pupil against the progression of key knowledge and skills. These assessments are recorded on SIMs, monitored by the subject leader and passed on to the next teacher to inform future teaching and learning.

Maths

In order to inform planning, teachers regularly track the children's progress. Formative assessment is used together with White Rose end of unit assessments, half yearly WRAT 4 Arithmetic Maths and end of year tests. This summative assessment will be used in conjunction with all other formative assessments to track progress, identify next steps and inform future planning. Children are provided with feedback in accordance with the school's marking policy. Teachers enter termly summative maths data onto Sims to allow the Maths subject leader and the SLT to monitor maths standards across the school.

English

We firmly believe in the power of immediate, personalised feedback; therefore much marking is done 'pen-in-hand' by teachers during lessons. In many instances, being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given, following the marking policy, after extended pieces of writing.

Reading	
Formative assessment	Summative assessment
<ul style="list-style-type: none">● In Reception, children are assessed in their early literacy development against the 'Development Matters' goals.● Starting in the Reception year, teachers read decodable phonic readers with children and monitor progress● In Reception and Year 1, daily review sessions recap the learning of new words that are found in their story books. Children with gaps in their speedy sound and word recognition are picked up by a tutor who	<p>In Reception and Year 1, the children are assessed at the end of every half term using the Read Write Inc. assessment tracker.</p> <ul style="list-style-type: none">● All children in Y1 sit the statutory Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2.● Children in Years 1 to 6 complete termly STAR reading comprehension tests on

<p>does daily tutoring with the pupil in order that they 'keep up' with the rest of their group.</p> <ul style="list-style-type: none"> ● Children identified in Reception and Y1 as in danger of falling behind are immediately identified and daily 'keep up' sessions are put in place. ● Children who are in Y2-Y6 and need 'catch up' sessions are assessed through the teacher's ongoing formative assessment as well as half termly summative assessments. 	<p>Accelerated Reader, which triangulate with teachers' formative assessment of comprehension skills in class and provide reliable standardised scores to monitor attainment and progress.</p>
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Tracking and assessment of writing:

Writing	
Formative assessment	Summative assessment
<ul style="list-style-type: none"> ● In EYFS, children are assessed in their early literacy development against the 'Development Matters' goals. Across EYFS literacy knowledge and skills are also developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent writing skills. Writing tables have activities based around the skills being taught that week. Children also practise writing their names. ● In Year 1, children are taught using The Write Stuff where assessment for learning is ongoing and includes a half-termly 'extended write' as outlined below. ● In Years 2 to 6 the half-termly 'extended write' will enable teachers to plan writing tasks that will enable children to achieve national standards. For example, if there is no evidence of 'writing for a range of 	<ul style="list-style-type: none"> ● Ongoing, formative assessment against 'Development Matters' goals ● Children in Years 2 to 6 complete half-termly independent writing tasks known as 'extended writes'. These have agreed success criteria which are drawn from the class 'sentence-stacking' lessons. Children will be assessed against these criteria. ● Teachers will also find evidence of writing standards that have been met in each piece of writing and highlight these on the tracking grid found at the front of the extended writing book.

audiences and purposes' the teacher will need to plan for the children to write persuasively/discursively/ a non-chronological report, for example.

MARKING GUIDE!

E¹ - REVISE

This means there are spelling, punctuation or missed out/repeated words in what you have written.

WHAT YOU WILL SEE

Example:

E¹ = 3

This means that in this bit of writing you have 3 spelling, punctuation or missed/repeated words to find and correct.

E² - REWRITE

This means that your sentence isn't really working and needs a bit of work.

WHAT YOU WILL SEE

Example:

E² = 3

Find 3 sentences that have an * at the start and at the end* - these are the sentences that needs attention.

E³ - REIMAGINE

This means that your sentence isn't really working and needs a bit of work.

WHAT YOU WILL SEE

Example:

E³ = 1

Where you see:

• ^

you need to add more about that moment in your writing. It means, 'Tell me more!' You will need a slip of paper to stick in your book here!

SENTENCE STACKS

INDEPENDENT WRITING

Extended Writing from Year 2 to Year 6 marking codes:

Once a child has completed and edited their independent writing task, teachers will provide summative feedback that celebrates a child's achievement against the success criteria (agreed in the planning stage). The teacher will also highlight the standards, appropriate to their Year group which can be found in the front of the extended writing book each time an independent child piece of writing is marked:

Child's name: **CM** **90s** Somerset Education

Teacher assessment framework at the end of KS2 - writing

Example	Letter	Book review	Comparison letter to newspaper	Diary entry	Postcard
Date	April	May	Jan	Jan	Oct
Highlighter colour					

QUALIFIERS: *most*: the statement is generally met with only occasional errors
many: indicates that the statement is met frequently but not yet consistently
some: the skill/knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

KS2 Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. heading, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction *mostly*, correctly
- spell correctly *most* words from the year 3 / year 4 spelling list, and *some* words from the year 5 / year 6 spelling list*
- write legibly. (1)

S2 Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this *mostly* appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 *mostly* correctly* (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly *most* words from the year 5 / year 6 spelling list*, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed. (2)

Working at greater depth within the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing (3) and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulation of grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 *correctly* (e.g. semi-colons, dashes, colons, hyphens, apostrophes) when necessary, use such punctuation precisely to enhance meaning and word ambiguity. (4)

PE

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. PE skills are usually assessed by observation – self, peers and by the teacher. The information is used to identify what children have learnt and what needs to be taught next.

In the subject of PE, there will be an on-going assessment of the children's skills, knowledge and understanding. Teachers refer to exemplifications/progression of skills and knowledge documents to help them assess pupil progress in line with age related expectations. Teacher assessment is used to record final levels at the end of each year group on SIMs. Attainment is reported to parents in an end of year report.

MFL

Simple assessments are recorded at the end of each unit through highlighting/ticking the skills progression document stuck on the front cover of the children's sketch books. This supports the teacher in making judgements, identifying those children who are working below, at or above age related expectations. Summative assessments are recorded on SIMs annually