

Norton CEVC Primary School

Assessment Policy

Learn Believe Achieve

Hand in Hand with God and each other



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Statement of intent

At Norton CEVC Primary School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, pupils and parents in the assessment process.
- Regularly monitoring progress.
- Setting individual pupil targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training – we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

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

Legal framework

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- 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](#)
- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Behaviour Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Early Years Foundation Stage Policy and Procedures
- SEN policy / SEND Information Report
- Subject Policies
- Data Protection Policy

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

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

Teachers

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

Principles of assessment

Teachers continually assess all pupils' performance through their observation of children on tasks set and through the work they produce.

We use baseline assessments (Assessment for Learning), feedback at the point of learning, summative assessment / Assessment of Learning (AoL). Pupils are assessed on their progress against our key learning for their year group and/or National Curriculum objectives.

On-going use of assessment informs the teacher's planning for the class, for groups within the class and interventions for individual pupils.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy. Verbal feedback is used where most appropriate to ensure swift action from pupils and the reduction of unnecessary workload.

Assessment approaches

At Norton CEVC Primary School, we see assessment as an integral part of teaching and learning.

We use 3 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our formative assessment includes:

- Question and answer during class
- Revisiting and recapping concepts in lessons
- Modelling and practicing
- Class discussions
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Self and Peer-assessment
- observations
- Assessment for Learning activities

This is not an exhaustive list.

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

Our summative assessments include:

- end of unit assessments e.g. revisit mind maps/ baseline questions, mini tests
- termly PIRA and GAPS standardised assessments for Reading and GPS (Grammar, Punctuation and Spelling)
- termly White Rose Maths assessments
- Accelerated Reader
- Cusp Spelling Assessments
- Read, Write, Inc phonics assessments
- observations and assessment of key learning
- pupils' work
- review of provisions
- Learning Plans
- Annual Reviews for children with EHCPs
- end of year reports

Children will be assessed against the school's learning objectives of our curriculum.

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 Reception Baseline Assessment (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Multiplication Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Collecting and using data

- Pira and GAPS Test results will be collected termly and used as a basis to make a judgement on whether the pupil is on track to meet age related expectations in Reading and GPS. This data will be used to track pupils' attainment and progress. Teachers will input data into Target Tracker, this will then be moderated against the child's work and teacher assessment by the Senior Leadership Team.
- White Rose 'end of unit' test results will be collected every term for Years 1 – 6.
- Any pupil on the 'Read, Write, Inc' phonics programme will complete phonics assessments at least half termly.
- Accelerated Reader Star Reader Test will be completed termly
- Class teachers will assess pupil's understanding of each subject taught either at the end of a unit or at the end of the year (see individual subject policies for further details). Subject Leaders will moderate these judgements when talking to pupils during the termly spot checks.
- Data obtained through our summative assessments are recorded on our school tracking systems, Insight.

- All pupils are assessed against the individual subject objectives throughout the year. At the end of the year a final assessment band against the expectations for their year group will be given: working towards, working within, working above, which will be reported to parents.
- In EYFS we use Tapestry to record observations to inform assessments.

Reporting to parents

The school holds two parents' evenings, one in the Autumn Term and one in the Spring Term. Information will be given to parents about their child's attainment and progress towards achieving age related expectations in Reading, Maths and Writing, and if necessary attendance data.

Parents will also receive a mid-term report and an end of year report in the Summer Term showing pupil's attainment and progress towards achieving age related expectations in Reading, Maths and Writing. At the Year 6, parents will also receive the results of any National Curriculum tests (SATs) taken and assessments for all other subjects. This report will also include attendance data.

Parents of pupils in EYFS will receive a report stating whether their child has met a Good Level of Development.

After pupils in Year 1 and 2 have taken the Phonics Screening check, parents will receive their child's score.

Parents will also receive a report stating multiplication score in Year 4

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.

For pupils working below the national curriculum assessment standard for reading, writing and maths, we will assess using the 'Pre-key stage teacher assessment framework'. The assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

For further details see our SEND Information Report.

Training

The school assessment lead will keep staff up to date with any developments via individual training, staff meetings, Key Stage meetings, sharing relevant documents.

The school will ensure that staff new to Year 2 and Year 6 attend any relevant training regarding assessment at the end of the Key Stages.

Staff will also have the opportunity to liaise with colleagues from Thurston Partnership and other schools in the area in order to ensure good understanding and where needed, they will have access to additional support and training.

Monitoring

Subject Leaders and the Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- lesson visits

- subject spot checks
- moderation meetings – internal and external
- Book Looks
- Pupil Progress Meetings
- Staff Meetings

An assessment timetable is shared with staff at the start of year. Assessment tasks and tests are placed on the yearly and termly calendar so that staff know what assessments need to be carried out and by when

Review

This policy will be reviewed annually by the Senior Leadership Team.

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

The next review of this policy will be October 2025

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