

# Assessment Policy



Preston Grange Primary School

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## **Introduction**

This Policy outlines the purpose, nature and management of assessment at Preston Grange Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Preston Grange and enables teachers to deliver education that best suits the needs of their pupils.

## **Aims**

The aim of the policy is to give a clear outline of all assessment techniques at Preston Grange Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil attainment and to raise standards.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

## **Entitlement**

It is the entitlement of every child at Preston Grange to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

## **Implementation**

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work, are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil attainment and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

## **Forms of Assessment**

### **Day-to-day In-School Formative Assessment**

Formative assessment

- is carried out by teachers every day in every lesson.
- allows teachers to understand pupil performance on a continuing basis.
- assesses knowledge, skills and understanding, and is used to identify gaps and misconceptions.
- enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.
- enables teachers to identify if children are working at greater depth.
- ensures Teachers are able to provide appropriate support or extension.
- methods are outlined in our Feedback Policy.
- in Science children will complete a concept map at the beginning of each unit showing their current understanding of concepts and vocabulary. At the end of the unit children will revise this map with their new understanding both adding new knowledge and correcting any prior misconceptions.

### **In-School Summative Assessment**

Summative assessment:

- enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time.
- provides evidence of achievement against the objectives of the curriculum.
- is useful in informing teaching and learning in subsequent lessons.
- is shared with parents at parent/teacher consultations and enables them to support their child's learning.
- is used to inform teaching through question level analysis and any significant gaps in understanding will be addressed before moving on.
- In Writing, teachers plan for a sustained piece of writing at the end of a unit as well as extended writing opportunities throughout and in other curriculum areas. This is used to inform teacher judgements and inform the focus of English teaching in the future.

## **Nationally Summative Assessments**

### **Reception Baseline and Profile**

The baseline test is administered internally on entry. These results are then reported to the Department for Education. The Early Years Profile is completed in June and the results are reported to the local authority, parents and used internally to inform transition into KS1.

### **Year 1 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents.

### **National Key Stage One Assessments (SATS) (Non-statutory)**

At the end of year 2 teachers will make assessment judgments (using DFE teacher assessment framework) in reading, writing, mathematics and science. Pupils will be assessed against criteria using the following headings:

- working below the expected standard,
- working at the expected standard (only standard for Science)
- working at greater depth within the expected level.

The pupils will also sit National tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a scaled score where 100 is the expected attainment.

## **Year 4 Multiplication tables check**

In Year 4 children will complete an online Multiplication table check. This will test their knowledge of times tables up to the 12 times table. These results are reported to the DfE and will be shared with parents. There is no pass mark for the check.

## **National Key Stage Two Assessments (SATs)**

At the end of year 6 teachers will make assessment judgments (using DfE teacher assessment framework) in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- working below the expected standard,
- working at the expected standard (only standard for Science)
- working at greater depth within the expected level.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These will be carried out in May and the children will receive a scaled score where 100 is the expected attainment.

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff.

## **Feedback**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching (e.g. verbal, modelling, re-grouping, scaffolding, extending).
2. Summary feedback – possible at various points in the lesson.
3. Review feedback – away from the point of teaching (teacher marking & evaluation, creation of SHINE tasks).

For further information see Feedback policy.

## **Assessment for Learning**

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Preston Grange Primary School. Staff use success criteria, peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps. Feedback should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our feedback systems ensure that children know what they need to do to improve and what they have done well.

## **Internal Summative Assessment**

Children in Nursery, Reception, Years 1, 2, 3, 4, 5 and 6 will be assessed using teacher judgement against the criteria which feature on our data package, Insight which plots their attainment in learning. This is completed 6 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place once a half term to allow us to adapt our interventions programmes within school.

Teachers makes judgements in the following ways:

- Below, At, Above judgement for Maths based on objectives taught cumulatively across the year.
- Below, At, Above judgement for Reading, if a Below judgement is made a brief, specific comment about the barrier to achievement is recorded.
- Below, At, Above judgement for Writing, if a Below judgement is made a brief, specific comment about the barrier to achievement is recorded.
- Early Years make a judgement on the seven areas of learning each half term, if a no judgement is made a brief, specific comment about the barrier to achievement is recorded.
- Judgments are made based upon the content taught up to that half term.
- This is made every half-term and goes on to inform next steps in teaching, curriculum review and specific interventions (Assess, Plan, Do, Review).

### **Standardised tests**

Termly standardised tests are used to provide summative data.

#### Key Stage One:

- BAS Reading Assessment,
- NFER (Y1 Spring and Summer Reading and Maths in Summer term, Y2 Autumn and Spring Reading).

#### Key Stage Two:

- BAS Reading Assessment,
- Termly NFER (Y3, 4, 5, 6(Autumn and Spring) Reading and SPAG and Maths at the end of each academic year).
- Termly NFER Spelling test.

All data is stored on Insight for staff to access.

#### Information stored on Insight

In addition to the information above Insight will also store:

- Book Bands at the end of each year,
- High frequency words bands (reading and spelling) at the end of each year



## **Monitoring**

The SLT monitor class on-line assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

## **Moderation**

### Statutory

End of Key Stage statutory writing moderation will take place on a 4 year cycle where the LA sample 25% of writing at the end of KS1 and KS2.

### Non-statutory

Annually, school uses SLA hours to buy in additional support to ensure robust writing judgements at the end of each year group. School buys additional SLA hours to moderate across all seven areas of learning in Early Years. Teachers attend LA cross-school moderation meetings. Once a term teachers moderate borderline writing judgements as a key stage.

## **Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Neston ensures that identification of these children is systematic and effective.

## **Special Educational Needs**

Through half termly progress meetings and discussions between class teachers and leadership children are identified as a concern. These children are monitored by the class teacher and leadership. Class teachers begin addressing these concerns through class teaching. If there is still a cause for concern, the SENCO is informed through a cause for concern slip. We adopt a graduated approach to SEN to build a picture of the child's emerging needs and create Pupil Support Plans (Play Plans in EYFS). A Nursery communication and language screener is taken on entry to EYFS (Nursery) and we use the Reception communication and language screener for any children entering Reception from an external setting.

## **Reporting to parents**

Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. Teacher assessments in all years are reported to parents at the end of the academic year. Parents of children in the EYFS receive a report with comments about their child's skills and abilities in the prime areas, specific areas and characteristics of effective learning.

SATs results are shared for children in Years 2 and 6. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1.

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place three times a year, in the Autumn, Spring and Summer terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND are given an additional opportunity to meet with SENDCO or Early Years SENDCO once a term.

## Timetable of Assessments Across the Year

Statutory National Assessment

Summative Standardised Test

Teacher Assessment of Reading, Writing, Maths and Handwriting

Weekly Spelling Check (KS1 - High Frequency Words and Phonetic Spelling/ KS2 - Sounds and Syllables)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Communication Screener  Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment	Teacher Assessment
Reception	Communication Screener (new admits)  Statutory Baseline  Teacher Assessment  RWI Assessments	Teacher Assessment  RWI Assessments	Teacher Assessment  RWI Assessments	Teacher Assessment  RWI Assessments	Teacher Assessment  RWI Assessments	Early Years Profile Judgement  Teacher Assessment  RWI Assessments

Year 1	Teacher Assessment RWI Assessments	BAS Reading Assessment Teacher Assessment Maths End of Term Assessments RWI Assessments	Teacher Assessment RWI Assessments	NFER Reading BAS Reading Assessment Teacher Assessment Maths End of Term Assessments RWI Assessments	Teacher Assessment Phonics Check RWI Assessments	NFER - Reading and Maths BAS Reading Assessment Teacher Assessment RWI Assessments
Year 2	Teacher Assessment Spelling Test RWI Assessments	NFER Reading BAS Reading Assessment Teacher Assessment Maths End of Term Assessments RWI Assessments	Teacher Assessment Spelling Test RWI Assessments	NFER Reading BAS Reading Assessment Teacher Assessment Maths End of Term Assessments RWI Assessments	Teacher Assessment Spelling Test RWI Assessments	SATs Reading, Maths BAS Reading Assessment Teacher Assessment RWI Assessments
Year 3	Teacher Assessment	NFER - Reading, PAG BAS Reading Assessment	Teacher Assessment	NFER - Reading, PAG BAS Reading Assessment	Teacher Assessment	NFER - Reading, Maths, PAG BAS Reading Assessment

		<p>Teacher Assessment</p> <p>Maths End of Term Assessments</p> <p>NFER Spelling Test</p>		<p>Teacher Assessment</p> <p>Maths End of Term Assessments</p> <p>NFER Spelling Test</p>		<p>Teacher Assessment</p> <p>NFER Spelling Test</p>
Year 4	<p>Teacher Assessment</p>	<p>NFER - Reading, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p> <p>Maths End of Term Assessments</p> <p>NFER Spelling Test</p>	<p>Teacher Assessment</p>	<p>NFER - Reading, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p> <p>Maths End of Term Assessments</p> <p>NFER Spelling Test</p>	<p>Teacher Assessment</p>	<p>NFER - Reading, Maths, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p> <p>NFER Spelling Test</p>
Year 5	<p>Teacher Assessment</p>	<p>NFER - Reading, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p>	<p>Teacher Assessment</p>	<p>NFER - Reading, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p>	<p>Teacher Assessment</p>	<p>NFER - Reading, Maths, PAG</p> <p>BAS Reading Assessment</p> <p>Teacher Assessment</p>

		Maths End of Term Assessments NFER Spelling Test		Maths End of Term Assessments NFER Spelling Test		NFER Spelling Test
Year 6	Teacher Assessment	NFER - Reading, PAG BAS Reading Assessment Teacher Assessment Maths End of Term Assessments NFER Spelling Test	Teacher Assessment	NFER - Reading, PAG BAS Reading Assessment Teacher Assessment Maths End of Term Assessments NFER Spelling Test	SATs Reading, Maths, SPAG Teacher Assessment	BAS Reading Assessment Teacher Assessment NFER Spelling Test