

Assessment Policy

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TEAGUES BRIDGE PRIMARY SCHOOL

Assessment Policy

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Staff Responsibility	Mrs S. Abdulla
Governor responsibility	Stephen Reynolds

Introduction

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, marking, peer and self-assessment, discussions, retrieval activities, assessment for learning questions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims of the policy

- Ensure that all children make good progress and achieve.

- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and disabilities and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.
- Ensure gaps in learning are diminishing.
- Ensure all groups are challenged to reach their full potential.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.
- Ask questions relating to different groups of children e.g. PPG, SEND, EAL, BOYS, GIRLS etc.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Moderate reading, writing and maths monthly, ensuring teachers judgements are accurate.
- Set realistic whole school targets.

- Provide next steps for children who need to keep up, this is achieved through pupil progress meetings.
- Ensure that children who are on track to achieve ARE, remain on track throughout the year.
- Assist teachers in the analysis of the questions not answered correctly and the percentage of children getting these wrong.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Daily assessment for learning
- Regular retrieval activities
- Analysis of the questions answered wrongly.
- Ensuring that gaps are closed.
- Ensure that children who are on track remain on track or achieve ARE+ by the end of the year.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.
- Ensure that assessment and moderation inform planning.
- Adapt lessons according to the picture of the data.

Teaching Assistants

- Provide feedback to teachers on pupil progress and attainment.
- Have an awareness of the data.
- Have knowledge of PPG and SEND groups.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.
- Receive up-to-date assessment information at parent's consultation evenings.

Pupils

- Take ownership of their learning, working hard to achieve their targets.
- Understand their next steps and what they need to do to improve.
- Know what progress looks like.
- Know what they need to do to achieve expected standards by the end of each key stage.
- Understand their targets and practise these targets in their work.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- NFER termly assessments for SPaG, Reading and Maths

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding.
- identifies children's strengths.
- highlights gaps in learning.
- tackles children's misconceptions.
- identifies the next steps in learning.
- diagnoses need for support or intervention.
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap quizzes
- retrieval activities
- Assessment for learning questions at the start of the session
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning (e.g. during the Express stage).
- Learning intention
- Success criteria
- Previous knowledge
- Note to the teacher - children can take a note and write any concerns regarding their understanding of the lesson or unit of work. The teacher will read the note and respond accordingly, directly to the child, to the whole class, revise the planning etc.

We use progression grids for each subject area which are aligned with the national curriculum and are age related, these are used to inform planning in all subjects. They to show a clear progression across EYFS, KSI, Lower KS2 and upper KS2.

Assessment and Moderation Grids are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. A child showing that they have mastered the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried at end of a term and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs.

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations. These are based on the average age of pupils at the end of each term.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6
Y7	11	10	12	2	12	6
Y8	12	10	13	2	13	6
Y9	13	10	14	2	14	6

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

Use of maths tests in school

Arithmetic tests

NFER Arithmetic Tests have been created to help prepare children for the end of key stage SATs and test the children against the age-related expectations outlined in the statutory national curriculum for maths. The tests are used to assess and establish a baseline and moderation of the previous year's judgements for children from Y1 to Y6 at the beginning of each academic year and at half-termly intervals thereafter. The arithmetic tests include a range of non-contextualised questions relating to number and calculation, fractions, decimals and percentages, and basic algebra. The NFER Question Level Analysis helps teachers to use the results from the tests to inform planning and make summative judgements.

Reasoning tests

NFER Reasoning Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for key stage 1 and key stage 2. The tests cover the aspects of the curriculum that lend themselves to problem solving and application and are designed so that all children can access the paper and achieve at their own level.

The Reasoning Tests comprise of two papers, which are presented to pupils as two separate test papers. The papers present a range of mathematical reasoning and problem-solving questions. The tests are administered at the end of each term along with the corresponding arithmetic test as part of a comprehensive summative assessment. The NFER Question Level Analysis helps teachers to use the results from the tests to inform planning and make summative judgements.

SPaG test

NFER SPaG test is used each term as a formative assessment. Year 1 do not do the SPaG test until the spring term. The SPaG test consists of a grammar test and a separate spelling test. The NFER Question Level Analysis helps teachers to use the results from the tests to inform planning and make summative judgements.

Reading test

NFER assessments for reading are used termly to assess the reading and comprehension ability for all year groups. The reading tests in key stage 1 consists of 2 papers, paper 1 where the children read a section of text and then answer questions in the same booklet and paper 2 consists of a separate reading booklet and an answer booklet which contains a range of comprehension questions for the children to work through. In key stage 2, the reading test is one test which consists of a separate reading booklet and an answer booklet which contains a range of comprehension

questions for the children to work through. The NFER Question Level Analysis helps teachers to use the results from the tests to inform planning and make summative judgements.

How results of summative assessments are tracked through school

Data from summative teacher assessments and judgements are recorded on the school tracking grids. This is done termly for English and mathematics and annually for foundation subjects. The senior leadership team use the Progress and Attainment Tracker to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

All staff record attainment and progress for all children and all groups for reading, writing, SPaG and Maths. The data is analysed, and next steps are mapped to ensure all children make expected progress or better than expected. The data also allows us to see which children are on track to meet end of year expectations. Interventions are planned for those children who are not currently on track to meet ARE's by the end of the year.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception baseline check (statutory from September 2022)
- Year 1 phonics screening test
- Year 4 multiplication check
- End of KS2 SATs in Reading, SPaG and Maths (Year 6)

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child.

Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject/subject area. They can then be judged against the statements in a subsequent grid.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the EYFS progression document which aligns with the new EYFS framework to assess the children's attainment and progress in all areas of the curriculum.

School Year Assessment Overview

September	Ratify/moderate summer data using Assessment and Moderation (AM) Grids. Report to governors/other required bodies. Reception baseline. Pupil progress/target-setting meetings.
October (End of Autumn 1)	Pupil progress meetings
December	Mathematics summative tests (including Y2 –Y6 NFER Arithmetic Test 1 and Autumn Mathematics Reasoning Papers 2 and 3). Attainment and Gap Analysis. Summative tests for reading and SPAG – NFER Analysis of NFER papers – Question level analysis Moderation writing with literacy consultant Moderation maths with Maths consultant Pupil Progress meetings
January	Pupil progress meetings.
February (End of Spring 1)	English moderation in year groups.
March/April (End of Spring 2)	Mathematics summative tests (including Y1 –Y6 Cornerstones Arithmetic Test 5 and Spring Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis. Summative tests for reading and SPAG. Writing assessment using AM Grids. Reading assessment using NFER Question level analysis. Input data into tracker. Analyse data/moderation. Pupil progress meetings (including a review of interventions). SPAG Tests Y2-6
May	National testing in Y6. Y1 –Y6 Arithmetic Test 6 and Attainment and Gap Analysis. Data review meetings. English moderation in year groups.
June/July	Y1 phonics test. Y4 multiplication check. Y1 –Y6 Summative tests NFER Summative tests for reading and SPAG. Writing assessment Transition meetings and class information handover.

	Finalise teacher assessments – input into tracker. Data analysis. Question level analysis
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Equal Opportunities

Equal Opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.