

St Augustine's Federated CofE Schools: Primary



Assessment Policy

We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10). We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

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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/carers
- 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
- 2024 assessment and reporting arrangements (phonics screening check)
- 2024 key stage 2 assessment and reporting arrangements

3. Principles of assessment

At St Augustine's Primary School, we believe that robust assessment provides the basis of informed teaching, helping us to identify pupils who have gaps in learning or misconceptions and providing them with the right support to address these in order to make progress. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Effective assessment therefore informs teachers and pupils of their next steps in learning, ensuring that teaching builds upon what has been learned. It is the means by which our pupils understand what they have achieved and what they need to work on.

Accurate assessment also enables us to evaluate the impact on learning of our intended and implemented curriculum. We aim to ensure that assessment is not onerous for teachers, through thinking carefully about the purpose and frequency of data input and data collection.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work that meets curricular expectations at the level necessary to ensure that each child continues to make progress.

Summative assessment provides accurate information regarding a child's attainment and progress. It informs whole school target setting. Statutory summative assessment is used to monitor children's progress and, at the end of a Key Stage, to provide data which informs judgments on the school's overall performance.

The following principles form the basis of our assessment system:

- assessment lies at the heart of promoting children's education and is an integral part of teaching and learning that is based on best practice
- a range of assessments are used including formative assessment', 'in school' summative assessment and 'nationally standardised' summative assessment'
- high quality teaching is supported and informed by high quality formative and summative assessment
- assessment is used to monitor and support children's progress, attainment and wider outcomes
- assessment is used to identify whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary
- the information gained through assessment will be communicated to pupils in a way that helps them to understand what they need to do to improve (e.g. orally through targeted question and answer; in writing; or through an alternative form of communication)
- pupils understand the purpose of the assessment and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- assessment is used effectively to help pupils embed and use knowledge fluently or to check understanding and inform teaching
- approaches to assessment are inclusive of all abilities and all children should have the opportunity to succeed
- the information gained through assessment will be used to inform planning for future learning and to improve, adapt or target teaching
- the information gained through assessment will be used to identify follow up action which need to be taken to plug gaps in knowledge and understanding or to support progression where learning is secure
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment provides information which is clear, reliable and free from bias
- assessment provides reliable information to parents/carers about how their child is doing and supports informative and productive conversations with parents/carers
- assessment does not add unnecessarily to teacher workload and is not used in a way that creates unnecessary burdens on staff

This policy has been informed by:

EEF report- Assessing and monitoring pupil progress

Assessment without levels- DFE report

4. Assessment approaches

At St Augustine's CE Primary, we view assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We believe that all forms of assessment should be used to improve teaching and learning. Effective assessment is based on ongoing dialogue and interactions with children and should inform planning and teaching. The more precise the feedback given is, the greater the clarity in terms of the next steps for teaching and learning. Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the thinking for the pupil. Wherever possible, children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson. Assessment data should be used as a means to support those children who have gaps in learning or misconceptions and also to provide appropriate challenge for those children who are exceeding expectations.

At St Augustine's CE Primary, the aims of our approach to assessment are to:

- raise standards of achievement throughout the school and improve pupil outcomes
- ensure that pupils who have gaps in learning or misconceptions are provided with appropriate, targeted support to address these
- adapt feedback to suit different learner characteristics, task types and goals
- inform teachers and pupils of their next steps in learning and enable pupils to be actively involved in their learning,
- identify achievable and challenging targets for each child
- enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils, while meeting curricular objectives
- maintain accurate records of the progress and attainment of individual pupils and of cohorts
- ensure consistency in assessing attainment across the school
- enable leaders to evaluate the impact on learning of our intended and implemented curriculum
- provide regular information for parents that enables them to support their child's learning
- provide information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its attainment over time and against national standards
- ensure assessment is not onerous for teachers, through thinking carefully about the purpose and frequency of data collection and data input

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 – Assessment for Learning

Formative assessment is a powerful tool for raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve it.

Formative assessment informs the next steps in teaching and learning by identifying children's strengths and gaps in their knowledge and skills. It provides an opportunity to and offer appropriate support to ensure that any gaps or misconceptions are addressed in order to help the child to reach the expected standard.

4.1.1 Formative assessment is used to:

- identify next steps for learning and appropriate targets for each child
- identify and address gaps or misconceptions
- inform future planning
- enable appropriate teaching and learning strategies to be employed
- facilitate the setting of targets for the class, group or individual
- track the child's rate of progress
- identify individuals and groups who require specific interventions
- facilitate an evaluation of the effectiveness of teaching and learning
- inform parents of a child's progress and of the strengths and gaps in their skills and knowledge

4.1.2 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

We believe that teachers know their children better than anyone and are able to accurately assess the progress of their pupils. We use a range of assessment techniques to gather the information which informs teachers' formative assessments:

- focused marking and feedback
- questioning
- regular short recap quizzes

- self and peer-assessment
- boxed success criteria
- observations

4.1.3 Marking and Feedback

- Feedback and looking at pupils' work is the means by which teachers assess pupil progress and plan work to meet pupils' needs.
- Quality and timely feedback indicates to the pupil what they have achieved and how they can improve their work / what they need to do next.
- We provide feedback in line with the planned curriculum, which identifies the knowledge or skill to be learnt in each lesson or sequence of lessons.
- Feedback should be timely and specific. We encourage live feedback in lessons, either to an individual, a group or the whole class. Effective feedback will support children there and then to improve their work or move on.
- In addition to feedback based on the learning objectives for the lesson, a pupil's common errors should be brought to the child's attention so that they are also able to improve these (e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc).
- Books should be looked at regularly in order to inform next steps and all work done by the child should be acknowledged by the teacher.

National Curriculum Expectations and Formative Assessment

The National Curriculum and the Programmes of Study provide the backbone of our formative assessment framework but, as they have not been developed for use as an assessment framework in themselves, we have developed a set of progression documents for all core and foundation subjects, based on the programmes of study from the national curriculum. These documents also provide the basis for all teacher assessments of children in the core and foundation subjects, providing clearly broken-down statements of yearly expectations. Children who are not yet able to access the expectations for their year group can be assessed by tracking back to previous year group expectations. Progression documents are also organised by strand so that teachers can identify strengths and areas of development for different areas within a subject. These are used to plan next steps in learning.

4.2 In-school Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) provides a way of for teachers and parents to understand a child's attainment and progress within a subject. It informs whole school target setting and the prediction of a cohort's future attainment.

Summative assessments:

- record a child's attainment in a particular subject at a given point in time

- may make use of one-off standardised tests to inform teacher judgements (e.g. My Mastery start/end of unit tests, PIRI and PUMA tests, Little Wandle phonics assessments)
- provide judgements on a child's attainment relative to nationally expected standards for their age
- provide information about the relative attainment in each subject of groups, classes and cohorts to inform future provision

Effective in-school summative assessment enables:

- School leaders to monitor the performance of 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

4.3 Nationally standardised summative assessment

Nationally standardised assessments are used to provide information about how pupils are performing in comparison to children nationally. They provide parents with information about how the school is performing in comparison to schools nationally. Nationally standardised assessments provide teachers a clear understanding of national expectations against which they can assess their own performance in the broader national context. They enable the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. OFSTED make use of nationally standardised summative assessment to provide a starting point for discussions, when making judgements about the school's performance.

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 with pupils nationally

Nationally standardised summative assessments include:

- The Reception Baseline Assessment (RBA) - All children are assessed within six weeks of entry to reception using the Reception Baseline Assessment.
- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Year 1 Phonics screening check

- Year 4 Multiplication Tables Check
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (KS2).

4.4 Assessment and Reporting in the Early Years Foundation Stage (EYFS)

In the EYFS, assessment is informed by on-going observations of the children made by adults within the class team. During the second half of each term, the teaching team review the range of evidence which has been collected, in order to make a 'best-fit' judgement of the child's attainment within each area of learning and development. These assessments are input into the Target Tracker electronic assessment tracking system. This evidence includes adult observations, photographs, in-depth knowledge of the child, floor books, children's contributions and parental knowledge.

We track children's development against a set of descriptors contained in the Development Matters statements, which details expected child development in seven areas of learning and development: Personal, Social and Emotional Development (PSED); Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Arts and Design. Each of these areas of learning is further divided into more specific aspects. For each aspect, a descriptor is provided detailing what a child should be able to do at each stage of development. Most children are assessed against the descriptors applicable to their chronological age, although some children with significant needs may require the use of descriptors for a younger age group.

Reception Baseline Assessment

Within six weeks of joining the reception class, every child is assessed, using the Reception Baseline Assessment (RBA) which includes a range of English and maths activities. The results of these assessments are recorded electronically and held by the Department for Education (DfE). They will be used by the DfE to monitor how well the children progress over the whole period they are at St Augustine's Primary, from the start of reception to the end of Year 6.

Early Years Foundation Stage Profile (EYFSP)

The EYFSP is completed by the Reception class teacher during the summer term and summarises and describes each child's attainment at the end of the EYFS in terms of the 17 Early Learning Goals (ELGs), as well as a short commentary on each child in relation to the three characteristics of effective learning: 'playing and exploring', 'active learning' and 'creating and thinking critically.' Teachers review information from a range of sources to make a 'best fit' summative judgement for every child in relation to each of the ELGs. This judgement must show whether the pupil is meeting expected levels of development (Expected) or not yet meeting expected levels of development (Emerging). On completion, the EYFSP for each child is reported to the Local Authority, who then return this data to the Department for Education. The EYFSP is also shared with parents and with each child's Year 1 teacher. This ensures that the child's needs are met as they progress into Key Stage 1. Children who meet all of the ELGs in the 'prime' areas of learning (Personal, Social and Emotional Development; Communication and Language; and Physical Development) and all of the ELGs in the 'specific' areas of Literacy and Maths are considered to have achieved a Good Level of Development (GLD). Children who achieve GLD by the end of the EYFS are 'on-track' and ready to access the National curriculum at the beginning of Year 1. Children who have not achieved the expected standard for GLD by the end of Reception will receive targeted interventions in Year 1.

4.5 Assessment of the English Curriculum

4.5.1 Reading:

Early Reading and Phonics:

In Reception and KS1, children are assessed and grouped for reading according to their phonic knowledge. On-going day to day formative assessment of learning in phonics is used to keep track of pupils' progress, inform next steps for teaching and ensure that children are placed in the correct reading group to ensure the best progress for each child.

In-school summative assessment in early reading:

Little Wandle summative assessments are carried out at the end of every half term for all children in YR and Y1 and for those children in Y2 who have not yet passed the Phonics Screening Check (PSC). These assessments should be carried out by the class teacher or Reading Leader and are used to keep track of pupils' progress, inform next steps for teaching and identify pupils for Daily Keep-up. The results of half-termly phonics assessments are used to update the Little Wandle phonics attainment tracker and to ensure that pupils have been placed in the correct reading group. New pupils entering the school are assessed using the Little Wandle Placement assessments.

In KS2, Teachers use observations of children reading aloud; verbal and written responses to targeted questioning; focused marking of children's work; and children's performance in written comprehension tasks to track how well each child has mastered the learning objectives and assess progress towards meeting their learning targets. Formative assessment during lessons and live feedback marking enables teachers to respond to whole class or to individual pupil's needs based on misconceptions or areas for improvement in order to plan future provision. These on-going assessments of children's attainment in reading are recorded using reading assessment tracking spreadsheets which use key descriptors from the statutory National Curriculum learning objectives for each year group. These reading assessment trackers provide a descriptive profile for each child. Teachers may also use specific assessment tasks as appropriate to the age and ability of the child, which may include running records as well as summative assessment tests. Reading targets informed by this process are shared with children during lessons and parents during parent meetings and yearly reports.

In-school summative assessment in reading:

During the second half of each term, teachers will use the information recorded on the reading assessment trackers, as well as their overall knowledge of each child, to form a summative judgement of a child's overall level of attainment within reading. This is input into the Target Tracker pupil tracking software, allowing teachers and school leaders to analyse both attainment and progress individually, by class or by pupil group and to compare them to school, local authority and national benchmarks.

- At the end of each year from Y1-Y6, the children are given a summative assessment test of all areas of the reading curriculum using the PIRA assessment tests/End of Key Stage SATS tests as appropriate.
- In Year 6, previous SATs papers are used to provide a summative assessment at different points throughout the year.

4.5.2 Writing:

At the end of each writing unit, teachers use a combination of formative assessment, to assess pupil understanding and knowledge during the lesson, and focused marking of extended pieces of written

work to make judgements about children's attainment against the learning objectives detailed in the medium-term plan. This includes work which the children have edited themselves or with peers, as this forms an important part of the writing process. These writing unit judgements are recorded on the class writing assessment tracker.

Spelling tests, based on words that have been studied in class rather than on a random selection of words, are given regularly. These spellings are also sent home for pupils to learn as homework.

Teachers use formative assessment to assess pupil understanding and knowledge of grammatical concepts and skills during lessons. Live feedback marking is used as appropriate. Grammar concepts are revisited regularly to ensure that pupils know more and understand more.

In-school summative assessment in writing:

A summative assessment of writing is also undertaken on a termly basis. Once each term, teachers will use the information recorded on the class writing assessment tracker, as well as their overall knowledge of each child, to form a summative judgement of a child's overall level of attainment within writing. This is input into the Target Tracker pupil tracking software during the second half of each term, allowing teachers and school leaders to analyse both attainment and progress individually, by class or by pupil group and to compare them to school, local authority and national benchmarks.

4.6 Assessment of the Maths Curriculum

Formative assessment:

In maths, we follow the My Mastery scheme. On-going formative assessments of children's attainment in maths are recorded using the My Mastery assessment tracking spreadsheets which provide key descriptors from the statutory National Curriculum learning objectives for each year group. Information gained through formative assessment is used to inform future provision within the overall progression of the My Mastery Maths scheme of learning and to plan additional support for those children who require it. Teachers also complete weekly marking in maths from Y1-Y6 and provide next steps.

In-school summative assessment in maths:

- At the beginning and end of each My Mastery unit, children complete a summative assessment which informs teachers planning and assessment of the children's learning.
- At the end of each year from Y1-Y6, the children are given a summative assessment test of all areas of the maths curriculum using the PUMA assessment tests/End of Key Stage SATS tests as appropriate.
- In Upper Key Stage 2, arithmetic tests are also used regularly to assess children's progress.
- In the summer term, children in Y4 take the Multiplication Tables Check (MTC) to assess their knowledge of times-table.
- In Year 6, previous SATs papers are used to provide a summative assessment at different points throughout the year.

4.7 Assessment of the Wider Curriculum, including RE and Science

(See above for the EYFS). In Years 1-6, teachers use on-going formative assessment to assess whether children are meeting the learning objectives outlined in the medium-term plans for foundation subjects, science and RE. They use children's verbal responses to targeted questioning; focused marking of children's written work; and end of unit assessment tasks that require pupils to

synthesise and demonstrate their learning across an entire unit. This enables teachers to track how well each child has mastered the learning objectives and assess progress towards meeting their learning targets. Teachers also use low stakes quizzes to assess pupil's knowledge and understanding.

Formative assessment during lessons and live feedback marking enables teachers to respond to whole class or to individual pupil's needs based on misconceptions or areas for improvement in order to plan future provision. Assessment of children's attainment against the learning objectives outlined in the medium-term plans for foundation subjects and science is recorded weekly using the assessment tracking spreadsheets which show whether the children are working towards (WT), at the expected standard (EXS) or working at the greater depth standard (GDS). Assessment of children's attainment in RE is recorded on the half-termly RE assessment trackers. These also show whether the children are working towards (WT), at the expected standard (EXS) or working at the greater depth standard (GDS).

4.8 Moderation:

Subject leaders use book scrutiny to moderate assessment judgements in the wider curriculum subjects, including RE and Science. Teachers should also bring a selection of children's books to pupil progress meetings to allow leaders to carry out moderation. This includes maths and English books. Teachers carry out writing moderation three times a year. The autumn and spring term moderation sessions are internal, while the summer term writing moderation is carried out with colleagues from local schools.

5. Reporting to parents/carers

Information about a child's progress and any assessment data will be reported to parents/carers – through parents' evenings and annual reports

In maintained schools, annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, which should include:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of Statutory Assessments: EYFSP (Early Years Foundation Stage Profile), PSC (Year 1 Phonics Screening Check), MTC (Y4 Multiplication Tables Check) and Key Stage 2 SATs. [NB., The results of the RBA (Reception Baseline Assessment) are not reported to parents]
- At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments in English writing and science

- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken
- Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.

On entry to the school, pupils are assessed to provide a benchmark. Pupils at early stages of EAL are assessed for level of language acquisition.

7. Training

All teachers will be provided with a copy of the Assessment policy and it forms part of the induction program for teaching staff joining the school. Professional Development Meetings (PDMs) will be delivered regularly to ensure that teachers having a good understanding of assessment and the assessment practice at St Augustine's Primary School. Training is also provided for all teaching staff in the use of the Target Tracker electronic assessment information system to track progress in reading, writing and maths and in the use of assessment trackers for subjects across the wider curriculum.

Continuing professional development (CPD) may take a variety of forms including the provision of direct face to face training and online training. The Assessment Lead will ensure that best practice is shared and will endeavour to keep up to date with regard to the latest research. The school will continually review and evaluate its assessment systems to ensure that they support the delivery of the school's assessment policy and are in line with its aims and principles.

8. Roles and responsibilities

8.1 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

8.2 Headteacher (Head of Primary)

The headteacher is responsible for:

- Ensuring this 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, marking and feedback competently and confidently, including training and moderation opportunities
- Ensuring that continuing professional development (CPD) is provided for middle leaders/subject leaders and teachers on the school's assessment procedures and expectations

8.3 Subject Leaders

Subject leaders are responsible for:

- Ensuring that teachers know how to use the assessment tracker for their subject area to track the progress of their pupils
- Using assessment information to gauge the impact of the curriculum for their subject area
- Tracking the progress of classes, key groups and individual children to ensure that all pupils are supported to make at least good progress
- Quality assurance and moderation of their subject

8.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Using assessment outcomes to plan teaching and learning to meet the needs of all learners
- moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

9. Monitoring

This policy will be reviewed by Head of Primary and Curriculum Lead. At every review, the policy will be shared with the governing board.

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

The Head of Primary will monitor the effectiveness of assessment practices across the school, through lesson observations, book scrutinies, moderation of children's work and pupil progress meetings.

10. Links with other policies

The Assessment policy is linked to our:

- Curriculum policy
- Teaching and Learning policy
- Marking and Feedback policy
- Early Years Foundation Stage policy and procedures