Sparsholt C of E Primary School

Assessment Policy
2021-2022

Assessment should enable teachers, pupils and parents to reflect on progress, understand strengths and identify what they need to do to improve whilst allowing a clearer understanding of how to support pupils to build and consolidate learning.

The purpose of assessment should not be to "grade" children but to ensure every child is able to achieve across all areas of the curriculum by clearly identifying gaps in their knowledge and in turn filling them. By using assessment in this way it will then allow children to be able to access the next stages in their educational journey.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (Ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Assessment Judgements

Children in Years 1 to 6 are assessed against national 'Age Related Expectations'. At Sparsholt we will be making a termly judgment against these criteria using a range of assessment tools. Children will be assessed as falling within one of the following categories:

- Not on track to meet the Expected Standard
- Close to being on track to meet the Expected Standard
- On track to meet the Expected Standard
- Working at greater depth within the Expected Standard

At the end of the year they will be assessed against all of the age related expectations as follows:

- Working Below the expected standard (HNM) *.
- Working Towards the Expected Standard. (WTS)
- Working at the Expected Standard. (EXS)
- Working at greater depth within the Expected Standard. (GDS)

**Some children will be working below the expected standard and will be assessed against the Pre-Key Stage assessment framework.*

Children in Year R will be assessed using the Early Learning Goals

This information will be used to plan next steps to try to ensure all children meet age related expectations or achieve the most progress possible from their starting point.

Types of assessment

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

At Sparsholt we will:

- Use questioning to assess understanding so that misconceptions can be addressed.
- Use feedback marking to address misunderstandings or to stretch a child's understanding and give children an opportunity to respond to this marking.
- Re group children based on formative assessment including questioning and marking of work so that needs can be met on a daily basis.
- Adapt planning to meet the needs of the children.
- Provide group and 1:1 additional sessions to secure understanding and record details of these so progress can be measured and further support given if needed.
- Revisit topics for consolidation purposes or to deepen children's understanding.
- Alert parents (verbally) about gaps in children's knowledge linked to current topics so that parents and the school can work in partnership to secure understanding together.
- Provide children with personal targets that will help secure their knowledge and understanding and ensure they are regularly updated to reflect the ever changing needs of the child.
- Make assessments of children in EYFS through observations of child initiated learning against the EYFS Profile. Progress is recorded by observing and assessing children using written observations or by use of photographic evidence which is then collated in a learning journal.

In-school summative assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-school summative assessments will also be used to help inform parents about achievement, progress and wider outcomes.

Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level to assist in monitoring the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

At Sparsholt we will:

- Conduct a baseline assessment on each child using the Reception Baseline Assessment Tool within the first 6 weeks of children in Reception starting school.
- EYFS summative judgments will be made termly against the age/stage bands of the EYFS 7 areas of learning.
- Use regular end of unit testing in maths to identify strengths of children and gaps in their knowledge so that additional sessions can be provided or re-teaching of areas of the curriculum undertaken.
- Undertake whole school moderation of writing termly to support teachers with their judgments as to whether children are meeting all the expected objectives for their age group and how they can be supported to continue progressing.
- Use an appropriate level of Reading comprehension activities termly to assess children's strengths and areas for development.
- Test children on a weekly basis in spelling (Yr1 to Yr6) and test children regularly on their times tables knowledge (Yr3 to Yr6). We will use this to provide targeted support to help children meet and exceed age related expectations.
- All other areas of the curriculum will be assessed against National Curriculum objectives using a range of assessment tools. Teachers will record these judgments and use them to provide further support where needed.
- Conduct termly pupil progress meetings between SLT and the class teacher to consolidate judgments and discuss next steps.
- Inform parents about these summative assessment judgments at termly parent evenings. Teachers will outline strengths and areas for development and discuss how their child will be supported to make progress and how parents can help with the process**.** Teachers will provide parents with a written copy of the termly tracking sheet outlining how a child is performing against national age related expectations. If there is a serious cause for concern parents will be informed as soon as the areas have been identified and not solely at the termly parent meeting. At the end of the year parents will be provided with a detailed report outlining their child's achievements against end of year expectations and areas for development.
- At the end of the year teachers will have in depth discussions with the next teacher about each pupil and provide details of summative assessments which will then be used to inform teaching and planning going forward.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Achievements against the Early Learning Goals at the end of Year R
- A phonics test at the end of Year 1
- A retest of the phonics test at the end of Year 2 for children who did not meet the expected standard.
- National Curriculum teacher assessments at the end of Key Stage 1 for Reading, Writing and Maths.
- The Multiplication Tables check at the end of Year 4
- National Curriculum tests at the end of Key Stage 2 for Reading, Maths and Grammar, Spelling and Punctuation and teacher assessments in Writing.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Some children with special educational needs will be assessed against Pre Key Stage assessment guidelines. Their progress will be judged on many aspects including: Communication, social skills physical development, resilience and independence. These children will be provided with the necessary support to ensure they continue to progress and meet the relevant objectives.

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Headteacher: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Assessment leader: Use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- SLT: Provide staff with clear guidance as to how to assess and move pupils on by providing opportunities for training where needed, moderation sessions within the Key Stage, across Key Stages and with other cluster schools.
- SLT: Ensure staff feel supported with the process of assessment and how to move pupils on.
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning and provide additional support where needed.
- Teachers to maintain up-to-date and relevant assessment information which is accessible at all times.
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning.
- Parents/Carers: Support children with home learning and any areas that have been identified as needing further consolidation in line with guidance from the class teacher.

Links to other policies:

SEND
Home Learning
Marking and Feedback
Teaching and Learning

Teacher responsible :	Mrs E Hanratty
Agreed by staff	July 2021
Review Date	July 2022
Is this policy statutory or non-statutory?	Non-statutory
Signature of Headteacher	