

Lockington CE VC Primary School



Assessment Policy

Revised & Updated January 2023

Date Policy Formally Agreed By Governors:	January 9 th 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Assessment Lead (Julie Cattle)

1 Introduction

This policy reflects the current DfE Teacher Standards, Teachers Pay and Conditions document and the OFSTED Inspection Schedule for schools. The Policy must be read in conjunction with the school's Teaching and Learning Policy, Marking Policy and Performance Management Policy. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021).

Assessment at Lockington CE VC Primary School supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility.

It takes place within the context of our school mission statement:

'Lockington CE VC Primary School is committed to developing lively, enquiring minds and promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'

It has also been written in the context of the school's Christian Vision:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

Assessment is vital to ensure our teaching is as focused as possible and does not waste time or opportunity. Assessment of pupils' progress and attainment is on-going, day-to-day in order that the teacher can plan the progress of each child.

2 Aims

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

At Lockington CE VC Primary School, assessment is a part of all teaching strategies. It helps to strengthen learning across the curriculum and helps teachers to enhance their skills and judgements so that all learning is personalised to enable all pupils to make progress in each lesson. It is underpinned by the confidence that every child can improve.

As a school, we believe the following statements show the purpose of assessment:

- to help all pupils to make maximum progress by identifying the needs of each individual child in order to raise achievement;
- to ensure lesson planning is effectively supported through relevant and reliable information on pupil progress;
- to support children to take responsibility for their own learning and involve them in assessing their own progress through pupil self-assessment strategies and to set their own success criteria where possible;
- to gather information about the performance of individual pupils, groups and cohorts. This is used to set specific targets for learning at different stages;
- to provide information for planning, teaching and curriculum development, as well as part of our SEND monitoring, interventions and learning programmes;
- to inform pupils, parents, staff and governors of pupil progress at a relevant stage and provide evidence for moderators;

- to allow pupils to show what they know, understand and can do in their learning as well as helping them to understand what they need to do to achieve their targets;
- to provide data to support the analysis of teaching and learning and to inform curriculum provision across the school;
- to facilitate continuity and progression;
- to reduce over-burdensome bureaucracy;
- to ensure efficient assessment and recording are key parts of Lockington’s performance management policy, in line with the Teaching Standards.
- to embody principles of the distinctively Christian nature of our school in all aspects of learning.

3 Our methods of assessment

The main purpose of assessment at Lockington CE VC Primary School is to help teachers, pupils and parents to plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Working with other schools and using external tests and assessments, we compare our performance with that of other schools. We assess pupils against learning objectives and success criteria which are qualitative descriptions of what a pupil is expected to learn, know and be able to do.

Assessment criteria are derived from the school curriculum, which is based upon the National Curriculum and the Early Years Foundation Stage Statutory Framework. Assessment criteria for summative assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. The achievement of each pupil is assessed against the relevant criteria at appropriate times of the school year. Each pupil is assessed as either ‘working towards’, ‘expected’ or ‘exceeding’ each relevant criterion contained in the expectations for the year and tracked accordingly. For the pupils exceeding the standards we provide more challenging work. Assessment judgements are recorded and backed by evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and in other schools to make sure assessments are fair, reliable and valid.

Improving learning through assessment depends on five key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- recognition of the profound influence assessment has on pupil motivation and self-esteem;
- the need for pupils to be able to assess themselves and understand how to improve.

In practice this translates to: sharing learning objectives; defining success criteria; appropriate questioning; self- and peer evaluation; effective feedback and raising children’s self-esteem.

Assessment for Learning (AfL) lies at the heart of teaching and learning. It involves teachers changing what they do day-to-day in response to the needs of their pupils. AfL opportunities are constantly taking place through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils know how well they are doing and know what they must do to help them improve.

To achieve this at Lockington CE VC School we will:

- adjust plans to meet the needs of pupils, differentiating objectives where appropriate;
- ensure pupils know the learning objectives and encourage them to evaluate their progress so they understand the next steps they need to make;

- encourage pupils to evaluate their own work against success criteria based upon key learning objectives;
- evaluate pupils' learning to identify pupils with particular needs so any issues can be addressed in subsequent lessons;
- set individual, challenging targets on a regular basis and discuss these with pupils so they are involved in the process;
- regularly share these targets with parents so they are included in supporting their child's learning;
- mark work so that it is constructive and informative in accordance with the school's marking policy;
- incorporate formative and summative assessment opportunities in medium and short term planning;
- assess all subjects and make relevant comments about pupils progress, especially those working below age related expectations;
- pass on assessment information to the next class teacher and headteacher so children can be tracked as they progress through the school;
- use AfL strategies such as: working walls; two stars and a wish (identifying successes and areas for improvement); targets; sharing success criteria; self and peer-evaluation; discussion, talk and modelling; conditions for learning (display); response to marking (creating a dialogue with pupils to extend, challenge and move their learning forward and close the gaps);
- effectively question and deepen understanding. Teachers may also use other means to assess their pupils, for example: partner/group work; talk partners; lolly sticks; observations; listening to children's discussions, etc.

4 Teaching and Learning

Effective assessment is a vital part of the planning process within the accelerated learning cycle. The key elements of assessment within the planning and teaching cycle are as follows (see Appendix 1):

- Connecting with previous learning
- Mind mapping/KWL Grid
- Demonstrate understanding
- Plenary
- Marking
- Questioning

5 Our use of assessment

Teachers use assessment outcomes to summarise and analyse attainment and progress for their pupils and classes. They use this data to plan the learning.

- Pupil Progress meetings are held between teachers and the headteacher who analyse the data across the school to ensure pupils identified as vulnerable or at risk are making appropriate progress and all pupils are suitably stretched.
- Information from assessment is shared with parents and pupils at least termly through a structured conversation and/or report, indicating what has been achieved and what needs to be done next.
- Whole school moderation is undertaken regularly. The school is subject to external moderation at any time. Assessments are recorded on Sonar Tracker.

- Governors have access to anonymised tracking data to support and challenge the school's progress.

6 Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The assessment cycle at Lockington CE VC Primary will include data from:

- statutory tests (Phonics, KS1, Year 4 Times Table Checking Exercise and KS2);
- Reception Baseline Assessment (at the start of reception) and Early Learning Goals (at the end of reception);
- standardised tests (e.g. NFER, White Rose, Rising Stars, past SATS papers) ;
- termly written assessments in Mathematics, English and Science;
- on-going teacher assessments in all subjects, regularly updated onto Sonar Tracker (termly minimum).
- Tracking Grids (updated termly) will show pupils progress from entry and in comparison with national expectations.

Regular reviewing of tracking data will give teachers the opportunity to revise targets. The discipline of regularly analysing attainment will ensure every pupil has challenging and realistic targets and the path of reaching those targets is determined through effective organisation and planning.

To achieve this we will:

- follow the assessment cycle and update Sonar Tracker on a regular basis;
- use information to identify pupils working at each level in a cohort;
- analyse data and review targets for individuals and use information to identify intervention groups, gifted and talented and special educational needs;
- set cohort targets for mathematics, English and science and share information with other teachers, the headteacher and governors;
- work with colleagues to moderate and level writing every term;
- analyse data to track progress;
- pass cohort data and analysis to the next teacher.

7 Statutory requirements

- All children should be assessed against Early Learning Goals during the summer term at the end of their Foundation Stage Year.
- With some exceptions, all year 1 pupils must take the phonics screening check.
- Unless they fit the exceptions, pupils in year 2 must also take the check if they: didn't meet the required standard in year 1 or haven't taken it before.
- At the end of Key Stage 1 the statutory national curriculum tasks and tests must be administered to all eligible pupils who are working at level 1 or above in reading, writing and mathematics. These inform the final TA judgements reported for each pupil at the end of KS1.
- At the end of Year 4 pupils take the statutory multiplication check.
- At the end of Key Stage 2 the statutory national curriculum tests in Mathematics, Reading and Spelling, Grammar and Punctuation must be administered to all pupils who are eligible. The school may also be chosen to take part in the science sampling test and the statutory trialling of tests.

- Reference should be made to the current Assessment and Recording Arrangements for both Key Stages and EYFS which are updated annually.

8 Additional assessment

Summative assessments are made every term for mathematics; reading; spelling, punctuation and grammar and science. This includes non-statutory end of year tests for pupils in Y3-5. Termly, a piece of independent writing is assessed for each child and a sample of this work is moderated. Assessed pieces and tests are stored in individual pupil portfolios to build a comprehensive record of each pupil's progress in English and mathematics. As a result of the termly tests/assessments, individual targets are agreed for mathematics and English (Appendix 2).

Teachers keep records of pupil performance in reading. Home/school reading records help parents and teachers to communicate observations to each other. Reading conferences between pupil and teacher ensures progress is being maintained and reading material is set at an appropriate level. Teachers usually complete a reading conference for each child in the autumn term and thereafter, when necessary. Assessment data is recorded in Sonar Tracker and feeds into an analysis of standards which is shared with the governing body.

Assessments in Science, History, Geography and Religious Education: Every unit usually begins with a Mind Map/KWL Grid of what is already known. This could be a class one or an individual one, depending on the age of the children. Having at least completed a class mind map to be certain of previous knowledge and understanding; the teacher completes the core objectives for the unit of work. Every unit should conclude with children demonstrating, on a new Mind Map or by extending the original, what they now know. These maps will support teachers in evaluating the effectiveness of their teaching. It will also ensure that we don't over teach what is already known and understood. Rather, teachers find out what children would like to know and compliment this with what they need to know leading to effective AfL influencing planning.

Assessment of Computing, Modern Foreign Languages, Art and Design and Design Technology is recorded on the school tracking system. This information directly informs the school's reports to parents.

9 Assessment in the Foundation Stage

Within the first six weeks of entry to the school, children will be assessed using the Reception Baseline Assessment. Results inform planning and support target setting and early identification of SEND. On-going assessment will be reviewed each half term by the teacher and TA and shared with the Headteacher to ensure the next steps in learning are appropriately planned in order to help children make progress in each area and identify problems early. During Reception, children will be observed using 'Development Matters' which is based on on-going observations and assessments in the seven areas of learning. At the end of the year, the statutory Foundation Stage Profile will be completed using observations based on Development Matters and a summative assessment made using the Early Learning Goals. 'Tapestry' is used to develop an ongoing record of observations.

10 Assessment Records

Records are held for each child in a locked filing cabinet. Contained within are the following:

Green Folder: all summary sheets: copies of Annual Reports, Transfer Forms and any other end of year summaries.

Red Folder: pupil's test papers from national tests/assessments.

Yellow Folder: non-statutory assessments/tests.

Records from other schools are stored. These can be divided accordingly or kept as a separate volume.

11 Target Setting

Target setting is essentially based on the individual in the classroom. It is a process, which ultimately leads to the targets for the school. Objectives in lessons lead to objectives in pupils' work, which are target based. These lead to marking according to targets. Sometimes these targets are group based. End of unit targets are assessed in all subjects. On an annual basis, pupils' performance is measured in Reading, Spelling, Grammar and Punctuation and Mathematics through standardised tests. On the basis of these results and previous scores, targets are set for each pupil for the year ahead.

Expectations KS2 test outcomes will be reported as a scaled score, where the score that indicates age-related expectations are achieved is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score). For example, if a pupil had an Average Points Score (APS) of 19 at KS1, the average scaled score in the KS2 tests for all pupils with an APS of 19 will be calculated to see whether the pupil in question achieved a higher or lower scaled score than average. Published performance descriptors inform statutory teacher assessment at the end of key stage 1 and 2.

12 Reporting

If children are to succeed, parents will play a full part in their child's education. In order to do this they need to be kept fully informed of their progress. Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets.

At Lockington CE VC Primary School we will:

- provide opportunities for three parent consultation evenings per year so that parents can discuss how well their child has settled and be involved in target setting process. Consultation evenings are held in the autumn and spring and summer terms. Should parents require more time, additional appointments are freely offered. Parents are reminded that they may make an appointment to meet with a class teacher or head teacher at any time.
- provide an annual written report which include results of statutory tests and assessments and gives information relating to progress and attainment. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. Parents are also given the opportunity to discuss the report with their child's teacher. An interim report to parents/carers is provided in the spring term.
- offer termly appointments for parents to meet with the Special Educational Needs Coordinator where appropriate.

13 Special Educational Needs and Disabilities and More Able

Children with SEND should be identified through assessment. Pupils with statements may be exempted from end of Key Stage assessment and tests. The head will seek advice from outside agencies prior to making this decision.

Pupils with SEND are required to demonstrate attainment through agreed tests. Assessment is potentially discriminatory in that a child with a particular special need in English may not be able to

demonstrate effectively a talent in another subject. Similarly pupils with English as second language can potentially fail to demonstrate their full potential in the curriculum due to the nature of assessment and communication difficulties. Teachers must be alert to such difficulties and seek to overcome potential under-assessment. Where a child is potentially failing to demonstrate his or her real potential in one subject because of difficulties in another, the SENCO should be involved. Every opportunity to ensure a fair opportunity to succeed in National Tests is taken. Where appropriate, extra time, readers and recorders are applied for. Refer also to the Equalities Policy and the Inclusion Policy.

The Policy for More Able and Talented Pupils demonstrates how pupils are identified and supported. Notably, teachers must be aware of talented pupils identified through the assessment of pupils in the Arts, PE, and Design and Technology. Teachers may complete an identification form and/ or seek the opinion of the More Able and Talented Coordinator.

14 Equal Opportunities

All children should have equal access to both formative and summative assessment in line with the School's Equality Policy.

15 Moderation

The process of moderation is an essential part of the assessment system to ensure assessment data is accurate. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- with colleagues in school;
- with colleagues from other schools;
- by attending Local Authority sessions to ensure our judgements are in line with other schools;
- by exemplification material;
- using published test materials;
- through planning and book scrutiny, feeding findings back to members of staff;
- by collating evidence to back up teacher assessments.

16 The Governing Body

Standards achieved in the school are fully analysed and reported to Governors.

The report, which has individual pupil data in the teachers' version, draws on data from:

- SAT tests
- Standardised test results
- Writing Assessments
- Autumn Package data
- Fisher Family Trust/Raise online Data
- Reception Baseline Assessment
- Other relevant reports.

This will mean Governors have a clear understanding of the issues facing the school in relation to pupil performance. They understand the strengths and weaknesses and thus are able to support the school closely in the identification of targets and priorities. The governors are therefore central to the development and agreement of the School Improvement Plan. Governors also receive termly progress reports on the School Improvement Plan. In addition through the Head Teacher's Report Governors receive the Head's and other coordinators' reports on the effectiveness of teaching and planning

across the school. The governors also receive copies of Records of Visits forms, which are supplied by representatives of the Educational Authority and have access to the school's Data Dashboard.

17 Responsibilities

Teachers and Teaching Assistants are responsible for:

- Carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an on-going dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Leader. These outcomes will be shared with parents at Parent/Carer Consultation meetings and in each pupil's Interim and Annual Reports. Class teachers should be up-to-date with assessment requirements for their own class, including the current Assessment and Reporting Arrangements (ARA).

Subject Leaders are responsible for:

- ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate.
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Subject leaders will be given non-contact time to support them in developing assessment in their key areas of responsibility.

The Assessment Coordinator is responsible for ensuring that:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- summative assessment tasks are carried out and that the resultant data is collated centrally.
- all staff are familiar with current assessment policy and practice.

The Assessment Co-coordinator will:

- formulate the school's assessment policy in consultation with staff and governors;
- review the policy regularly in the light of statutory requirements and the needs of the school;
- provide support and guidance with assessment and keep up-to-date with current information;
- resource school with relevant tests and update assessment cycle;
- maintain the 'assessment file' and consult with all staff about the targets set;
- highlight pupils who have made little progress or are working below expectations;
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background;
- report to governors regarding the policy, statutory test results and cohort targets.

The Headteacher is responsible for:

- monitoring standards;
- analysing pupil progress and attainment, including individual pupils and specific pupil groups;
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment;
- prioritising key actions to address underachievement of individuals and groups;
- reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years, report annually during the autumn term on the assessment outcomes for the end of Reception, Key Stage 1 and Key Stage 2, Phonics

- Screening and Multiplication Check, using the RAISE Online materials to provide detailed analysis of the data available;
- ensuring the relevant children are tested at the end of the Key Stage and that the appropriate teacher makes their own assessments in the core subjects before the end of the summer term.

The LA/DFE will be informed of the statutory results electronically.

The Headteacher and the Assessment Coordinator are jointly responsible for:

- holding teachers to account for the progress individual pupils towards their end-of-year targets at mid-year and end-of-year pupil progress meetings.

The Governing Body determines, supports, monitors and reviews the school assessment policy. The designated governor liaises with the assessment coordinator.

Monitoring, Moderation and Evaluation

The Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated by the LA; Key Stage 1 assessments are moderated approximately every three years by the LA; Year 6 Writing assessment will be moderated three times a year in conjunction with our partner Primary and Secondary schools in the local cluster and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

18 Monitoring and Review

The assessment coordinator will review this policy at least every three years and more frequently if statutory requirements alter. The governors responsible for assessment will monitor the effectiveness and implementation of the policy.

Signature (Head)

Signature (Chair of Governors)



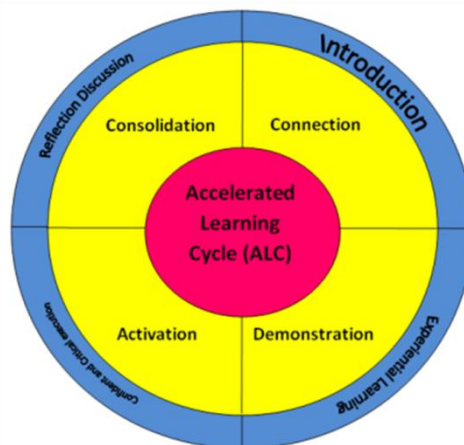
Julie Cattle (10.01.23)

Graham Parr (10.01.23)

Appendix

Appendix 1

The Accelerated Learning Cycle:



The key elements of assessment within the planning and teaching cycle are as follows:

- **Connecting with previous learning:** Teachers, based on prior knowledge of attainment in previous units or lessons, reconnect pupils with the area of study. This initial opener to a lesson ensures that future learning is built upon the secure foundations of previous learning. For the brain to retain knowledge, linkages must be made with other secure foundations of understanding. If gaps are present in the process, learning will not be secure.
- **Mind mapping/KWL Grids:** This is a useful assessment tool whereby pupils discuss briefly their prior knowledge and this information is quickly gathered on a knowledge web. At the end of a session or unit of work this sheet can be added to in order to demonstrate progress made.
- **Pupils demonstrate their understanding:** After input from the teacher, pupils should, through their activities, be able to demonstrate their understanding. Lessons should be broken up to enable pupils to verbalise their learning and discoveries. The process whereby pupils verbalise such learning is vital to ensure they embed and secure the connections in the brain to enable them to retain the new skills and knowledge.
- **Plenary:** Essential at the end of the lesson, but equally valid at other times in the lesson, the plenary is a planned activity whereby learning that has occurred is summarised and consolidated or it can occur as a response to on-going learning in order to further pupils' understanding. Mini-plenaries/plenaries and talk partners are opportunities for children to verbalise their understanding. The plenary will enable the teacher to quickly assess how effective the lesson has been. TAs should be gathering evidence in these sessions to inform teachers. The teacher should be able to ascertain whether the objective of the lesson has been met and which children have gaps in their understanding. This information should inform the planning for the next lesson. The next lesson therefore may need some adaptation to ensure the secure foundations remain. In most cases teachers will adapt the start of the next lesson to reconnect with the learning to enable the pupils to move forward. There may need to be

further differentiation to meet the needs of the pupils who are high achievers or have Special Educational Needs.

- **Marking, including TA (Target Achieved):** All lessons must be clearly objective led. This objective must be communicated to the pupils and be the basis of the plenary and success criteria. When children are to produce written work or work that involves recording, ideally the objective should be the title of the work. This will often be reconstructed into an 'I can...' statement. Marking of the work will therefore relate directly to the objective. Should the pupils achieve the objective, an indication of this should be given through 'TA' or 'Target Achieved' being awarded. Should a pupil not have achieved the TA, but have potential to close the gap, then a 'T' should be recorded next to the objective in the pupil's book. This should be followed by advice on how the pupil can bridge the gap to achieve the target. Pupils should then be given a maximum of three minutes to achieve this requirement. Meanwhile, those who have achieved the target can complete a quick three minute activity linked to the unit. It is not expected that this will be appropriate after every lesson and every piece of work. However, this system of marking ensures pupils are engaged in the assessment process and respond to the advice of the teacher. For younger children the writing of advice may be inappropriate. A verbal instruction is probably more relevant, probably given to a group.
- **Questioning:** Effective questioning is a key to successful assessment and can be one of the most effective ways of individualising pupils' learning and for providing effective differentiation. Effective questioning must be a feature of all lessons and be seen throughout all lessons. It should enable pupils to demonstrate their understanding and should be clearly differentiated to suit the needs and levels of attainment of pupils. Questioning is most effective when teachers do not require pupils to put up their hands, but rather give the class thinking time for a few seconds before choosing a respondent. Even more effective is when the pupils have some talk time with a partner before having to give the answer. Again, by talking, pupils have to make connections in their brain. By not putting hands up they have to be engaged. By working with a partner all pupils have something to contribute even if it is the views of the partner, but they will have to make some understanding of the concept.

Appendix 2

Targets can be recorded on target cards for reference by pupils, teachers and parents. The target cards can be added to at any time during the term. There may be examples whereby pupils are engaged in the levelling of their own work according to the National Curriculum criteria.